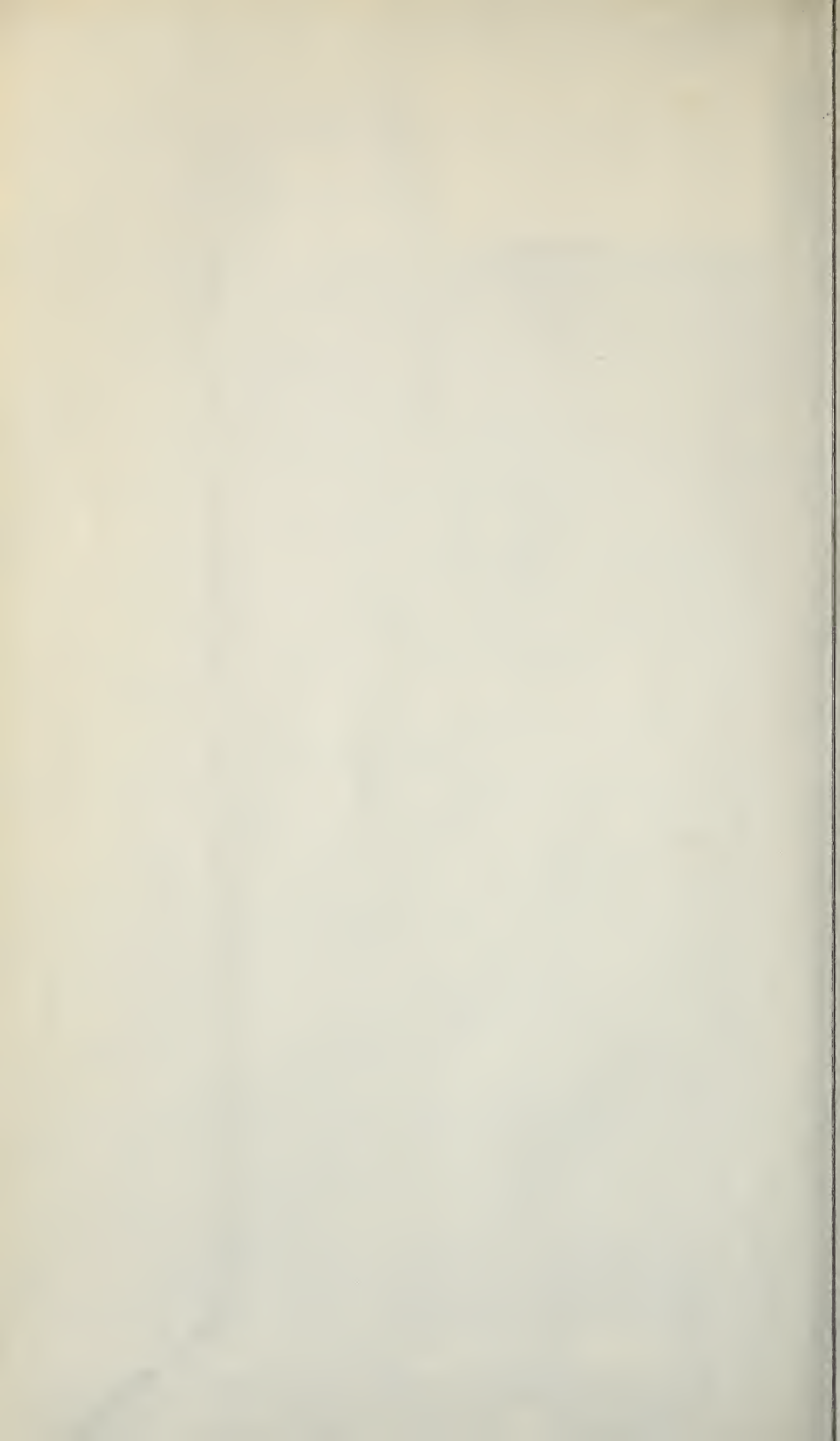




ILLINOIS STATE UNIVERSITY



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1902-1906

THE ILLINOIS STATE NORMAL UNIVERSITY

*Forty-fifth
Year*

Annual Catalogue
and Course of Study



NORMAL, ILLINOIS

FOR ACADEMIC YEAR ENDING AUGUST TWENTY-NINE
ONE THOUSAND NINE HUNDRED AND TWO

*Board
of
Education
of the
State
of
Illinois*

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Ex-Officio Member and Secretary.

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- HENRY MCCORMICK, A.M., Ph.D., *Vice-President*,
Professor of History and Geography.
- BUEL P. COLTON, A.M.
Professor of Biological Sciences.
- O. L. MANCHESTER, A.M.
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- J. ROSE COLBY, Ph.D., *Preceptress*,
and Professor of Literature.
- MANFRED J. HOLMES, B.L.
Professor of Psychology and General Method.
- ELIZABETH MAVITY,
Professor of the Science and Art of Instruction.
- GEORGE H. HOWE, Ph.D., A.M.
Professor of Mathematics.
- MARY HARTMANN, A.M.
Assistant in Mathematics.
- CLARISSA E. ELA,
Teacher of Drawing.
- EVA WILKINS,
Assistant in History and Geography.
- AMELIA F. LUCAS,
Teacher of Reading.
- B. C. EDWARDS,
Teacher of Physical Culture.
- FREDERIC D. BARBER, B.S.
Teacher of Physical Science.
- IRENE BLANCHARD, B.A.
Assistant in Languages.
- ELMER W. CAVINS,
Teacher of Penmanship and Orthography.
- CHARLES W. WHITTEN,
Assistant in Mathematics and Natural Science.
- FRED W. WESTHOFF,
Teacher of Music.
- MARY JUDSON AVERETT, Ph.B.
Teacher of Geography.
- CHESTINE GOWDY,
Teacher of Grammar.
- FRANK S. BOGARDUS,
Principal of Practice School.
- ELEANOR HAMPTON,
ROSA BLAND,
JESSIE M. DILLON,
JESSIE CUNNINGHAM,
WILL HARRIS JOHNSON,
LURA EYESTONE,
ANNA GERTRUDE KING,
Critic Teachers.
- ANGE V. MILNER,
Librarian.
- MILFORD JOHNSTON,
Assistant Librarian.
- FLORA P. DODGE,
Stenographer.

*Calendar
for
1902
1903*

The school year of forty-eight weeks is divided into three terms of twelve weeks each, and two summer terms of six weeks each.

Summer Session, 1902.

June 9—First Term begins.

July 21—Second Term begins.

August 29—Second Term ends.

Fall Term, 1902.

September 8—Fall Term begins.

November 26—Fall Term ends.

Vacation of three days.

Winter Term, 1902-3.

December 1—Winter Term begins.

December 17—Semi-annual Meeting of the Board of Education.

December 18—Annual Contest of Literary Societies.

December 20—Recess of two weeks.

January 5, 1903—Winter Term resumes.

February 28—Annual Contest in Oratory.

March 6—End of Winter Term.

Vacation of nine days.

Spring Term, 1903.

March 16—Spring Term begins.

June 3—Annual Meeting of the Board of Education.

June 3—Annual Meeting of the Alumni.

June 4—Annual Commencement Exercises.

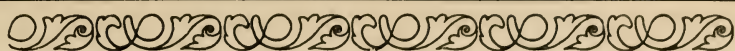
Summer Session, 1903.

June 8—First Summer Term begins.

July 20—Second Summer Term begins.

August 28—Second Summer Term ends.

September 7—Beginning of Fall Term of year 1903-04.



THE ILLINOIS STATE NORMAL UNIVERSITY



WAS ESTABLISHED by the General Assembly in 1857- Its only purpose is the preparation of teachers for the schools of Illinois. It is located at Normal, a town of nearly 4,000 people, at the intersection of the Chicago & Alton and Illinois Central railroads. The situation is healthful; the town is provided with excellent water, sewers, gas, and electric lights. Normal is a very desirable place of residence for people who value educational advantages. The charter provides that intoxicating liquors shall never be sold within the limits of the town. An electric railway connects Normal with Bloomington, two miles to the south.

Material Equipment

The Normal School is commodiously housed in three buildings. The older contains three stories and a basement. It is about 100 by 160 feet. It is built of brick and cost originally about \$120,000. The basement contains the cloak rooms, the chemical laboratory, and several store rooms. On the first floor are the offices, two spacious rooms for drawing classes, two assembly rooms and two class rooms. On the second floor are the main assembly room and eight class rooms. On the third floor are the halls of the literary societies and a large auditorium.

The Gymnasium building is 100 by 125 feet and contains on the first floor the gymnasium, baths, dressing rooms and toilet rooms; on the second floor the library and reading room; on the third floor the three science laboratories, work shops and museum.

The Practice School building is a substantial brick structure of two stories and a basement. The basement contains four large

play rooms. On the first floor there are five school rooms, each having a seating capacity of forty pupils. There is, also, a smaller room that is used for recitation purposes. On the second floor there is a room for the grammar grade, with a seating capacity of 120. In addition to this there are ten recitation rooms—each sufficiently large to accommodate a class of twenty-five.

The three buildings are heated from a commodious boiler house which is equipped with three boilers.

The physical and chemical laboratories have recently been supplied with modern equipment and a good stock of new apparatus. The museum contains a choice collection of specimens, with a large number of duplicates for class use. The science department is furnished with an excellent stereopticon, a good supply of microscopes, a manikin, anatomical models and preparations, and other needful equipment for the study of physiology and biology.

The well-shaded campus of fifty-six acres contains over fifty species of trees. Its open spaces afford abundant room for tennis and other athletic sports.

There is a valuable reference and circulating library of 12,500 bound volumes and 4,000 pamphlets. This collection is especially rich in juvenile books, and in the literature of education. The books have been carefully selected and catalogued and now constitute a very complete working library.

Students are allowed the free use of the reading-room and may draw out books without charge. The department is open eight and one-fourth hours of every school day and four hours on Saturday and during vacations. The librarian and assistant are always in attendance. The privilege of access to the shelves has been established, and the librarian gives instruction on the use of the library in a set of informal talks and practical lessons. It is the aim of the teachers and librarian to help the students to cultivate a familiarity with good literature and with the use of books, and to give them the best possible assistance in doing their reference work.

Student Organizations

*Illinois
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LITERARY SOCIETIES.

There are four excellent literary societies connected with the school—the Wrightonian, the Philadelphian, the Ciceronian, and the Sapphonian. These are in flourishing condition, and afford abundant practice in oratory, debate, essay writing, and parliamentary usage. These societies have well furnished rooms set aside for their use.

CHRISTIAN ASSOCIATIONS.

New students will receive a hearty welcome to the Young Men's and Young Women's Christian Association of the Normal School. These organizations are vigorous and active, and seek earnestly to promote the spiritual welfare of the students. While they are separate organizations, union meetings are regularly held. As their names imply, they are Christian associations. All members of evangelical churches may become active members, while others may become associate members.

ORATORICAL ASSOCIATION.

The purpose of this association is the cultivation of oratory and declamation. The winners of the annual contest receive the Beach medals and the Beach prizes of \$100 for oratory and \$75 for declamation provided by Mr. Charles Beach, the first president of the association. The winner of the contest in oratory represents this institution in the contest held in April of each year under the direction of the State League of Normal Schools.

THE STUDENTS' LECTURE ASSOCIATION.

The students elect annually a lecture board who provide a course of high-class lectures and concerts at low cost. The course of 1901-2 contained lectures by Jacob Riis, George Kennan, and Dr. Emil Hirsch, a reading by Edward P. Elliott, concerts by the Imperial Quartet, the Mockridge Concert Co., and the Ridgeway Concert Co.

THE ATHLETIC ASSOCIATION.

This organization has general control of all student athletics in conjunction with the director of the gymnasium.

STUDENT PUBLICATIONS.

The *VIDETTE* is a 32-page monthly filled with local news, alumni notes, and practical and interesting matter on school topics contributed by faculty and students. The best literary productions of the school find a place in its columns.

The *INDEX*, published annually by the senior class, contains detailed information in regard to the various student organizations, group portraits of contest teams, glee clubs, officers, committees, etc. Aiming especially to present the gayer features of student life, it becomes a chronicle of the humorous happenings of the year.

Conditions of Admission

All applicants for admission are required:

1. To be, if males, not less than seventeen, and if females, not less than sixteen years of age.
2. To sign a declaration of their intention to devote themselves to teaching in the public schools of Illinois for as long a period as they attend the Normal School.
3. To pass a satisfactory examination given by the faculty, or to present one of the following evidences of scholarship:
 - a. A first-grade teacher's certificate.
 - b. An appointment by a county superintendent of schools.
 - c. A certificate of attendance at another state normal school or at the University of Illinois.
 - d. A high school or college diploma.

The entrance examination given by the faculty is in Reading, Arithmetic, Geography, History of the United States, English Grammar and Orthography.

An appointment may be secured from the county superintendent by successfully passing an examination about equivalent to that required for a second-grade certificate. The only advantage that the appointment affords is exemption from the entrance examination.

Students are assigned to the various sections of the entering

class, Section F, Section I, or Section L, on the basis of previous preparation. Correspondence is invited in all cases which the general rules do not cover.

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Students may enter at any time, provided they are competent to take up the work then in progress. It is better to enter at the beginning of a term. Classes are provided each term for students beginning the course of study.

Accredited High Schools

Graduates of high schools with four-year courses accredited to the University of Illinois are admitted to Section F, and a course of study leading to graduation in two years, if their high school course, as attested by certificate of the principal, has included the work stated below, and provided that the work of the high school in these branches is accepted at the University of Illinois.

ALGEBRA—At least one year's work, including quadratics.

GEOMETRY—One year's work, including all of plane geometry as treated in such text-books as Wentworth.

PHYSICS—One year's work, including laboratory practice.

CHEMISTRY—One half-year's work.

ZOOLOGY—One half-year's work.

BOTANY—One half year's work.

PHYSIOLOGY—One half-year's work.

PHYSICAL GEOGRAPHY—One half-year's work.

CIVIL GOVERNMENT (of United States and of Illinois)—One half-year's work.

GENERAL HISTORY—One year's work; Myers' General History or its equivalent.

LITERATURE—Daily practice in composition for one year or its equivalent. Elementary instruction in the principles of rhetoric, and at least two years' work with daily recitations in the study of complete masterpieces in prose and poetry.

Students of such high schools not having completed all the work described above will be admitted to Section F in all branches in which they comply with the conditions stated above.

In all cases where admission to Section F is desired there should be filed with the president the certificate of the principal of the high school last attended, showing that the requirements stated above have been met.

Expenses

Tuition is free. An incidental fee of two dollars per term is charged. For each summer term of six weeks the fee is six dollars. Students from other states than Illinois are charged an additional tuition fee of twelve dollars per term for the long terms. If within five years such students teach an equivalent time in Illinois, the tuition is refunded.

Most of the students board in clubs at from \$2.00 to \$2.25 per week. Good furnished rooms, large enough for two persons, rent at from \$5.00 to \$8.00 per month. Rooms with board in private families may be had at from \$3.00 to \$4.00 per week. Good rooms and excellent boarding places are abundant. Arrangements can be made better after arriving in Normal than by letter.

The Normal School does not sell or rent text-books. The total cost of books and stationery need not exceed fifteen dollars per year. Students are advised to bring with them such books as they may have, but not to purchase others until they arrive in Normal.

Students arriving on the Illinois Central railroad or on the Chicago & Alton railway should check their baggage to Normal. Students coming to Bloomington on the limited trains on the Chicago & Alton, on the Big Four, or Lake Erie & Western may reach Normal by street cars. If baggage has been checked to Bloomington, the owners are advised to leave it there until they have located in Normal.

Trained Teachers

Thoroughly trained teachers are in demand in all the best schools of Illinois. Many boards of education will employ no others. There is a rapidly increasing demand upon the normal schools for such

teachers. To meet this demand more effectively the Illinois State Normal University maintains a teachers' bureau whose purposes are to secure for its students, free of cost, suitable positions, and to aid school officers in selecting efficient teachers. Students, as a rule, do not expect employment without a personal visit; it is hoped that the expense of such visit may be avoided unless there is some prospect of employment.

Organization of the School

The two purposes of the normal student are to learn the science of education, and to acquire the art of teaching by practice under intelligent direction. Hence there are two departments of the Normal School, the Normal Department, giving instruction in theory, and the Practice Department, where the theories expounded are embodied in practice.

In the Normal Department there are two general lines of study.

1. Special Method, in which the subject matter of each of the various branches is organized with regard to its own inner relations, and also with regard to the interests and aptitudes of the child.

2. The General Method, that governs all learning and teaching. This work begins with the careful study of the process of teaching particular lessons as recalled from the student's own experience, or as observed in the practice school. It then passes to the more formal study of psychology and the laws of mental growth. Lastly it undertakes to unify all the activities of the school by showing their relation to the purpose of education. These three stages are named in this school:

- a. The study of the Teaching Process.
- b. The study of Psychology and General Method.
- c. The Philosophy of Education.

The Practice School is in part a model school to exemplify for observation and study the theory of the Normal Department. To this end the training teachers give frequent model lessons or "critiques" as a basis for observation and discussion. The teachers of the various branches in the Normal Department visit daily the practice school classes in their respective subjects to see that their instruction has been effective.

Its second function is to test the scholastic acquirements and the personal power of student teachers. The work required involves the preparation of lesson-plans, class-instruction, direction of study periods and the management of a school room under the immediate supervision of expert critic teachers.

The Practice School embraces the entire public school system of Normal, including 720 pupils in all grades. During the school year 1901-2, practice was restricted to eight of the fourteen rooms below the high school and to six classes daily in the high school.

The Course of Instruction

The Normal School does not exist to do the work of the public high school. The same subjects are treated, but from a professional standpoint. Its courses require a good degree of maturity and scholarship, quite as much as that attained by graduates of our best high schools with four-year courses. Accordingly the standard two-year program of the Normal School is planned for students of such preparation. Besides this standard program two other forms of the program are regularly taught to supply the needs of that large body of students whose preparation is not up to the standard named above. In the standard program twenty-five credits are required for graduation. By a "credit" is meant the amount of work done in a given subject in a term of twelve weeks by a typical student reciting five times per week and carrying four studies. To complete the required program the attendance required of the typical student is six regular terms of twelve weeks and one summer term of six weeks.

Names of the Classes or Sections

*Illinois
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Graduates of accredited high schools having the specific qualifications described on page 9, and other students of equivalent preparation are known as Section F in their first year.

Graduates of village high schools, holders of first grade certificates and others of equivalent preparation often need eighteen or twenty-four weeks to make one of the standard credits. Such students are admitted to classes that complete the program in three years—nine regular terms and one summer term. They are known in their first term as Section I.

Students whose preparation consists of little more than a good knowledge of the common branches are assigned to Section L, and a program of study requiring four years for its completion.

Students whose preparation and ability is intermediate between the types mentioned above may arrange to take part of their work in one section, part in another according to their needs. No definite time of graduation can be fixed for such students. It is intended that the scholarship attained before entering the Normal School, or while the Normal Course is in progress shall be equivalent to that represented by graduation from our best high schools, and to this is added in some form the strictly professional work described above.

Examinations for Advanced Standing

To students pursuing any of the three forms of the course an opportunity is given to pass by examination any study in the program without taking the same in class.

Credit for Work in Other Institutions

For all work done in other State Normal Schools and in the University of Illinois, credit is given so far as such work is equivalent.

lent to our own courses. Credit for work done in other higher institutions can be obtained only by examination as stated above.

Special Students

Teachers of maturity and experience may be admitted as special students, and are permitted to take up any work for which they are prepared. They may not, however, be permitted to teach in the practice school until they have had two preliminary courses in general.

College Graduates

For college and university graduates and graduates of other state normal schools are provided special lines of professional reading and investigation in addition to, or in lieu of, a portion of the standard program. In no case is the diploma of the institution granted for less than one year of resident work.

Statements of the Course

Three views of the course are presented:

First, the logical view, which presents the course as arising from the analysis of the universal law of teaching as it passes into the details of practice. In the actual work of the school the student for psychological reasons must pursue a different order, moving toward the higher generalizations.

Second, the statement of work by departments. This shows the organization of work in each department and the mode of providing for the academic deficiencies of students while the professional course is in progress.

Third, the synoptical view, showing the relative position of classes entering with different preparation as described above.

The Logical View of the Course

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1. Universal Method in Education—Philosophy of Education.		
a. In its Ethical, in its Logical, and in its Esthetic aspects	1	credit
b. The School as the Organized Social Instrument of Education, including the History of Education.....	1	credit
2. General Method in Education, as modes and phases of the foregoing; or laws of learning common to all subjects—Logical and Psychological.....	1	credit
3. Special Method in Subjects, both Logical and Psychological, including the distinct attitude of life and type of thought required in each subject, with function in life-development. Special method in the sense of special types of thought and life, as distinctly marked by the following:		
a. Method in Mathematics	3	credits
b. Method in Physical Science	1	credit
c. Method in Biological Science	2	credits
d. Method in Psychological Science	1	credit
e. Method in Sociological Science.....		
(1) Method in Sociology and Economics.....	1	credit
(2) Method in Geography	1½	credits
(3) Method in Civics and History	2	credits
f. Method in Modes of Expression:		
(1) In Physical and Oral Expression.....	1	credit
(2) In Graphic Art	1	credit
(3) In Language:		
a. From the Linguistic point of view.....	1½	credits
b. From the Rhetorical and Literary Point of view	2	credits
c. Work in Foreign Languages as provided for under Departmental Statement.		
(4) In Music	1	credit
4. The Science and Art of Instruction.		
a. The Psychology of the Teaching Process, including the Science and the Art of the Recitation and School Management	1	credit
b. Practice in Teaching under the guidance of "4" and "3," "2," and "1".....	3	credits
Total credits.....	25	

		
	Statements of Courses IN DEPARTMENTS	

Pedagogy

Course One

THE TEACHING PROCESS.

As a ground for a fundamental treatment of the process the work begins with a discussion of the organic nature of the school. (a) Aim as determined by the nature of human life; (b) the elements of the school, their general nature and relation in the organism. Next are examined the simpler laws of the psychology of the teaching process. The school is seen as a triple process determined by the nature of the child, the subject matter, the function of the teacher. That phase of the process represented by the teacher is elaborated through discussion and illustration from teaching. From this discussion are deduced the science and the art of the recitation, including the principles of school management. The text-books used during the past year were Hinsdale's Art of Study, and Tompkins' Philosophy of Teaching.

Course Two

ELEMENTS OF PSYCHOLOGY.

The primary purpose of this course is to learn the conditions, processes, and laws of mental development; and to understand the motives and forces that give rise to human activity and conduct. Thus is laid the knowledge foundations for dealing with human nature in its many aspects and relations, and for intelligent attack upon the problem of teaching. Another purpose is to give a preparation for the later and more advanced courses in general pedagogy.

The subject is developed thru a study of the elements and processes of mental life, directly and vitally connected with the conditions and activities of learning and teaching. As an aid in verifying, organizing, enriching, and extending the student's knowledge a text-book is used, Dexter and Garlick's Psychology in the Schoolroom. The text-book work is supplemented by library readings from the best works on the topics studied. To make class work and library studies more real and concrete each student observes from life and reports many instances of the

mental phenomena studied. Students may have the privilege of substituting for the regular text any one of the following: Baldwin's Elements of Psychology, James' Briefer Psychology, Sully's Outlines of Psychology, Dewey's Psychology, Thorndike's Human Nature Club, Stout's Manual of Psychology, Hoffding's Outlines of Psychology.

Leading Topics—The relation of the body organism to mental activities and development, including such topics as fatigue and temperament! different ways of getting ideas, sense-perception, imitation, suggestion, apperception, attention, habit, memory, association of ideas, imagination, thinking, language in its relation to the genesis of knowledge; feeling, including the law of interest; volition, including the law of expression and the effect of ideals upon conduct. Summary—(1) the evolution of an idea; (2) development thru apperceptual self-activity from lower to higher forms of thought, sentiment and action; (3) general stages of development in the individual and the race.

Course Three.

GENERAL METHOD.

In elementary psychology the student has already become familiar with the fundamental mental processes general to the experience of all persons, and to the acquisition of any subject matter. General method continues the study of mental development—how the mind creates its own world thru knowledge and understanding. General method uses the data of psychology, but moves on to a consideration of the more elaborate thought movements and larger unities involved in learning and teaching.

Leading Topics—(1) The aim of education, (2) the mental movement from the individual notion to the general, and from the general to the individual; inductive and deductive thought movements, analysis and synthesis, comparison and generalization, logical definition, the syllogistic movement of mind in acquiring and applying knowledge; the law of correlation, the conception of a *system* of knowledge or of things,—all these are made subjects of study and observation and discussed in class. (3) A study of what constitutes a lesson, (1) in terms of the pupil's experience, (2) in terms of subject matter, (3) in terms of teacher's experience, organization of lessons, observation and criticism.

The chief reference books are McMurry's Method of the Recitation, DeGarmo's Essentials of Method, Tompkins' Philosophy of Teaching, Landon's Principles and Practice of Teaching, and Garlick's Manual of Method. The class text, Dexter & Garlick's Psychology in the School-room, is supplemented by definite studies from these reference books and others in the library.

Course Four

THE PHILOSOPHY OF EDUCATION.

The ultimate principle of education found in the nature of life. Definitions of education, its aim and agencies. Unconscious tuition.

The nature, form, and limit of conscious education. The special elements of education. Particular systems of education as developed from various national standpoints. Text-books, Spencer, Huntingdon, Fitch, Davidson.

Course Five

1. THE PHILOSOPHY OF SCHOOL ORGANIZATION, SUPERVISION AND MANAGEMENT.

(a) The nature of institutional life in general. (b) The fundamental law of the school. (c) The logical evolution of the school through its fundamental law. (d) The historic development of the school and differentiation from other institutions. (e) The school at work under the law of its constitution. (f) The social and ethical training in the working of the school as a spiritual organism. Text-book, Tompkins' *Philosophy of School Management*.

2. THE SCHOOL SYSTEM OF ILLINOIS. Its historical development, its defects. School law as embodied in statutes and judicial decisions.

Method in Arithmetic

Course One

METHOD IN ARITHMETIC FOR THE FIRST SIX SCHOOL YEARS. (12 weeks.)

The Purpose—To arrive at the logical order of number knowledge, to derive its processes from simple counting, and to develop and illustrate the principles and methods of instruction in the primary and intermediate grades, with observation and analysis of work in Practice School. The Illinois State Course of Study forms the basis of the work.

This course is required of all students. Graduates of approved high schools need take no other course. Students with partial high school courses or with some experience in teaching grammar grades should take as prerequisite Course 2. Students without high school training or its equivalent should take as prerequisites Courses 3 and 4, instead of Course 2.

Course Two

PERCENTAGE AND MENSURATION. (12 weeks.)

The purpose of this course is to arrive experimentally at modes of measuring areas and volumes, the processes of evolution, and the laws of similar figures, and to inform the students as to the conditions that obtain in carpeting, papering, land and lumber measure, the measurement of heights and distances, and practical problems in commercial applications of percentage, with lesson planning. It includes all the topics of the seventh and eighth years of the State Course of Study.

Course Three

PERCENTAGE AND BUSINESS ARITHMETIC. (12 weeks.)

The cases of Percentage as related to fractions and integers, Profit and Loss, Commission, Stocks, Interest, Insurance, Banking and Exchange, Compound Interest and Annuities. The course is devoted mainly to teaching the usages of the commercial world in these subjects.

Course Four

INDUCTIVE GEOMETRY AND MENSURATION. (12 weeks.)

The principal truths of plane and solid geometry are developed experimentally and applied to practical problems in mensuration. This course is intended for students who have never studied geometry.

Method in Bookkeeping

This course, which covers a term of six weeks, has for its aim to prepare teachers for the work in bookkeeping outlined in the state course of study.

From a study and comparison of a number of individual accounts,—cash, merchandise, and personal,—the principles of debit and credit are derived. These principles are then applied to the handling of six or more sets of accounts, beginning with the simplest and including some which require some knowledge of notes and drafts and their use in a system of money exchange. In connection with the study of a set of accounts, the purpose and form of the day-book and journal, and their combination in the explanatory journal, are learned. Most of this work is done in the class. Outside of the class pupils use the Sadler-Rowe Budget System, which teaches how to prepare many kinds of business papers, as well as how to keep the journal and ledger.

Method in Algebra

The function, scope, and logical order of Algebra, its relations to arithmetic, its notation and fundamental ideas. Principles derived inductively from concrete problems, and afterward by rigorous deduction from definition. Especial attention is paid to the language of algebra, to describing and relating algebraic processes, and to the mode of de-

veloping the more difficult topics. The work includes quadratics and series, and is offered in three forms.

Course One

BEMAN AND SMITH'S ELEMENTS OF ALGEBRA, Chapters I—XV, XX, XXI.

Prerequisite: A strong high school course in Algebra equal to the requirement of the best colleges.

Course Two

LITERAL ARITHMETIC, FACTORING, FUNCTIONS, ROOTS, SIMPLE EQUATIONS. Chapters I-IX. (12 weeks.)

Course Three

ELIMINATION, QUADRATICS, BINOMIAL THEOREM. Chapters X—XV, XX, XXI. (12 weeks.)

These courses are for students who have had only a partial course in Algebra. Together they count as one credit, the equal of Course 1.

Course Four

LITERAL ARITHMETIC, FACTORING, FUNCTIONS, ROOTS, ADDITION OF FRACTIONS. Pages 1-125. (12 weeks.)

Course Five

FRACTIONS, SIMPLE EQUATIONS, INDETERMINATE EQUATIONS, THEORY OF INDICES. Pages 126-219. (12 weeks.)

Course Six

IRRATIONAL AND COMPLEX NUMBERS, QUADRATIC EQUATIONS, BINOMIAL THEOREM. Pages 220-303. Chapters XX, XXI. (12 weeks.)

Courses 4, 5, and 6 are for students who have not studied Algebra. They count as one credit, the equivalent of Course 1.

Method in Geometry

Course One

METHOD FOR ADVANCED STUDENTS. (12 weeks.)

(a) A brief examination of the methods of Inductive Geometry, the making and drawing of geometrical forms, and an outline of a course in this branch.

(b) A brief consideration of the method of high school geometry, of the different forms of proof, and of recent discussions on modes of teaching.

Prerequisite: A thoro course in Plane Geometry as taught in our best high schools, and including not less than one year's work.

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Courses Two and Three

THE GEOMETRY OF EUCLID. (24 weeks.)

These courses cover the ordinary high school work in plane, solid, and spherical geometry. Special attention is paid to the mechanism of deductive reasoning, the earlier demonstrations being developed in syllogisms. Review exercises include classification of the established truths, and schemes for tracing proofs to the original definitions and axioms upon which they rest. About one-third of the time is devoted to original demonstrations. Two main ends are kept in view; to equip the student with the forms of deductive reasoning, and to make the study a drill in precise thinking and accurate, perspicuous expression.

Courses 2 and 3 are required of all students that have not had previously strong courses in geometry. Either course may be taken instead of Course 1 by students preparing for high school teaching.

Method in Trigonometry (12 Weeks)

This course covers the ordinary college requirements and will include some discussion of the use of trigonometry in surveying, physics and astronomy.

This course is given in the Spring Term provided it is elected by at least ten students.

Method in Astronomy (Elective)

Course in Elementary Astronomy (12 Weeks)

This course is intended to give students such an insight into the organization of the Solar System and the problems of Astronomy as will enable them to read an almanac, and teach mathematical geography intelligently. As far as possible, numerical facts are derived mathematically from the original data. Text, Young's Elements.

This course is given in the Fall Term, provided it is elected by at least ten students. Prerequisite: Plane Geometry.

Method in Physical Science

Course One

METHOD IN PHYSICAL SCIENCE FOR THE GRADES WITH COURSE OF STUDY FOR THE SAME AND OBSERVATION IN THE PRACTICE SCHOOL. (Fall and Spring Terms.)

This course is to be taken by all candidates for graduation, other than those who take Courses 6, 4, and 5, and 2 in sequence, unless excused thru the election of elective courses from other departments. It is the only course required of students from accredited high schools having the prerequisite training in Physics and Chemistry. It contemplates the attainment of the following ends:

- a. The discovery of an acceptable pedagogical basis for the study of the Physical Sciences in the grades.
- b. The laying out of a Course of Study in Physical Science, involving Physics, Chemistry, Astronomy, Meteorology, etc., in harmony with the pedagogical principles above.
- c. A review of the principles and laws of Physical Science which such a course involves.
- d. Frequent observation of the work in the Practice School.

Prerequisites: A practical first-hand knowledge of Elementary Physics and Elementary Chemistry, such as is obtained in our best high schools.

Text-book: No regular text is required but frequent reference is given to the elementary texts in the physical sciences named above.

Course Two

ELEMENTARY CHEMISTRY. (3 hours per week, recitation, 4 hours per week, laboratory work; counting as 5 hours.) Winter and Spring Terms.

This is a brief course of Chemistry for those students who have not the prerequisite preparation for Course 1. It is a rather intensive study of the underlying principles of the science. An effort is made to consider those laws, theories, and processes which are essential to the science. The student is led to a familiarity with the general aspect of the science thru a study of a few of the more common elements and compounds only. All theories are stated quantitatively and nearly all laboratory exercises are quantitative in nature. The Atomic Theory is studied only after the facts of chemical combination are well understood. Chemical equations are given only the relative importance due them. Special attention is given the consideration of changes in energy, while the facts brought to light by the recent advances in Physical Chemistry receive due attention.

Prerequisites: A practical, first-hand knowledge of Elementary Physics, such as is obtained thru a thoro high school course by laboratory methods.

Text-book: Newell's Manual of Chemistry, and some other recent General Chemistry for reference.

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ELEMENTARY PHYSICS, REVIEW COURSE. (3 hours per week, recitation, 4 hours per week, laboratory work; counting as 5 hours.) Fall Term.

Course Three

This is a course given for the benefit of students who have had a high school course in Physics, but who have had poor opportunity for laboratory practice. No attempt is made to take up the subject matter in the order followed in the text, but selections will be made to meet the needs of the class.

Prerequisites: Algebra and Geometry, and a fair text-book knowledge of Physics.

Text-books: Avery's School Physics and Chute's Laboratory Manual.

Courses Four and Five

ELEMENTARY PHYSICS. (3 hours per week, recitation, 4 hours per week, laboratory work; counting as 5 hours.) Course 4, Fall term, Course 5, Winter Term.

This is a two-term course in Physics given for the benefit of students who have had little or no previous training in Physics as a science. The work of Course 4 includes:

- a. Theory, covering: Division, properties, and conditions of matter; motions, force, work, and energy; gravitation; uniform and accelerated velocities; pendulum; simple machines; mechanics of solids, liquids and gases; sound.
- b. Laboratory work, covering: Careful measurements of lengths, areas, volumes, and masses; problems in cohesion and in the mechanics of solids, liquids, and gases; study of simple machines; problems in sound.

The work of Course 5 includes:

- a. Theory, covering: Heat and light; magnetism; static and current electricity.
- b. Laboratory work, covering the same topics as the theory. (All laboratory work is quantitative in nature.)

Prerequisites: Algebra and Geometry.

Text-books: Avery's School Physics and Chute's Laboratory Manual.

Course Six

GENERAL PHYSICAL SCIENCE. (Winter Term.)

The object of this course is to afford the student an opportunity for making up deficiencies in general knowledge concerning natural phenomena

occasioned by lack of training in nature study in the physical world while in the grades. All students who have had neither special advantages for nature study in the grades nor high school physical science take this course as a prerequisite to all other courses in this department and the department of geography.

The course will cover in a simple way: Some phases of Elementary Meteorology, together with daily weather observations, both non-instrumental and instrumental; the physical principles involved in the use of the instruments; an elementary knowledge of the solar system with observations of planetary movements, and the movements and the resulting phases of the moon; a study of a few of the principal constellations, especially those lying along the zodiac; the use of the almanac; combustion and oxidation; etc., etc. In general the work will be determined by the phenomena which confront the student daily.

Text-books: "About the Weather," Harrington, and Wentworth and Hill's Elementary Physics.

NOTE: While the regulations governing admission to the school are too flexible to permit to definite statement, in general it is found necessary for those who complete the Normal School Course of Study in two years or less to take Course 1 only; those who complete the Course of Study in about three years take Courses 3, 2, and 1 in sequence, those who require four years in which to complete the Course of study take Courses 6, 4, 5, and 2 in sequence.

Elective Courses

Course Seven

METHOD OF PHYSICS FOR THE HIGH SCHOOL WITH COURSE OF STUDY FOR THE SAME, together with the designing, setting-up and testing of suitable apparatus, and physical manipulation in general. (This may be made a two-term course giving *two credits*; 10 hours of laboratory work per week, counting as 5 hours.) Fall and Winter Terms.

The course contemplates the attainment of the following ends:

- a. The discovery of an acceptable pedagogical basis for a study of the Physical Sciences in the high school.
- b. The observation of the development of a course of study in Physics, Courses 4 and 5, in harmony with the pedagogical principles considered above.
- c. The acquisition of considerable skill in physical manipulation.
- d. Advanced reading upon the subject.

Prerequisites: Same as for Course 1.

Course Eight

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METHOD OF CHEMISTRY FOR THE HIGH SCHOOL WITH COURSE OF STUDY FOR THE SAME, together with the designing, setting-up and testing of apparatus, and physical manipulation in general. (10 hours per week of laboratory work, counting as 5 hours.) Winter and Spring Terms.

The general intent and scope of this work is entirely comparable to that of Course 7. It is a close study of Course 2.

Prerequisites: Same as for Course 1.

N. B.—Courses 7 and 8 are elective courses. Students contemplating taking either of these courses should arrange early for the necessary substitutions.

Method in Biological Science

Course One

METHOD IN BIOLOGICAL SCIENCE. (1 credit.) Fall Term.

Review of the field of Biology from the teacher's point of view, with a discussion of a course of Nature Study in the grades.

Prerequisites: One-half year in Zoology and one-half year in Botany with a practical study of a series of typical plants and animals. Such work is presupposed in graduates of a high school with a good four-year course.

Course Two

METHOD IN PHYSIOLOGY. (1 credit.) Winter Term.

Review of the subject matter for the purpose of establishing a sound pedagogical basis, and formulating a rational method and order of procedure in teaching Physiology and Hygiene in the grades.

Prerequisites: One term's study of Physiology, with practical work in dissection and experiment illustrating physiological processes. A knowledge of Elementary Physics, embracing levers, air, and liquid pressure, the working of common pump, air pump and force pump; wave motion; an elementary knowledge of the chemistry of combustion.

Course Three

BOTANY. One term. Spring and Summer.

Practical study of a series of plants typical of the main groups, including work in structure and function.

Prerequisite: Elementary Nature Study. (Course 6.)

Course Four

ZOOLOGY. One term. Fall and Summer.

Practical work on a series of typical animals, paying especial attention to the habits and life histories.

Prerequisite: Elementary Nature Study.

Course Five

PHYSIOLOGY. One term. Winter and Summer.

Practical work in experiment and dissection with observation in the grades.

Prerequisites: (Course 4.) Elementary knowledge of levers, air and liquid pressure, including the common pump, air pump and force pump; wave motion; an elementary knowledge of the laws of combustion.

Course Six

NATURE STUDY IN THE LIVING WORLD. One or two terms, according to proficiency.

NOTE: Students who have had a fair amount of work in Science, as in the smaller high schools, or schools with a shorter course, will be permitted to begin with Course 3, taking in sequence Courses 4 and 5. (In some cases students may begin with Course 4, taking after it Courses 5 and 3.)

In courses 3 to 6 the work is rather more academic in character, but at no step is the fact overlooked that preparation for teaching is the main object. Courses 3, 4, and 5, or Courses 3, 4, 5, and 6 count as two credits, equivalent to Courses 1 and 2.

SPECIAL AND ADVANCED COURSES.

For those preparing to teach Biological Science in high schools the following courses are offered.

Course Seven

HIGH SCHOOL ZOOLOGY. (1 credit.) Fall term, 5 hours a week.

Advanced study and dissection; making collections; taxidermy; reading larger works; preparation of material and assistance in regular Normal School classes; teaching high school classes in Zoology in the Practice School.

Course Eight

HIGH SCHOOL PHYSIOLOGY. (1 credit.) Winter term, 5 hours a week.

General plan the same as in Zoology.

Course Nine

HIGH SCHOOL BOTANY (1 credit.) Spring Term. (5 hours a week.)

The plan is essentially the same as for Zoology and Physiology.

Course Ten

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SPECIAL NATURE STUDY (1 credit.) One term. (5 hours a week.)

Continued Nature Study. Familiarity with the changes from season to season. Familiarity with the leading works on Nature Study. Observation and practice in the Training School. A theme on some special phase of the subject of Nature Study, embodying contributions of original plans and ideas as to teaching the subject.

These four extra credits may be substituted for credits in other departments.

Method in Geography

The aim in Geography is to show the nature, content, and purpose of the subject. In doing this its relation to other subjects is dwelt upon. An effort is made to determine its value, both as an information study and as an instrument of mental discipline.

The home neighborhood is regarded as the world in miniature, and its study as the key to the study of the world, as the concepts acquired here give power to interpret the books and maps that treat of remote regions later on.

The action and reaction of the land, water, and atmosphere upon one another are studied, consequently physiography forms one of the principal topics. The industrial, economic, and sociological phases of the subject also receive attention. This necessitates a study of the importance of relative position, contour, and relief. Their influence upon man and his institutions is the point of view from which they are studied. The same is true of the winds, marine currents, and other leading topics that fall within the province of geography.

To ascertain the influence of the position and structure of a country upon the industrial and social life of its people, some of the larger cities are studied with care, especially such as are noted manufacturing or commercial centers, an effort being made to find the reason for their location and for the particular industries in which they excel.

But while the influence of environment upon man is thus studied, man's influence upon his environment is also noted. It is shown that as he has advanced in knowledge, he has acquired the

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Study* power to use his natural environment to make new ones that enable him to overcome the obstacles that may be in the way of his further advancement.

Courses in Geography

Course One

[F]—The logical construction of geography with method, illustrated by a careful study of Illinois; the geography of North America; mathematical geography 12 weeks

Course Two

[F]—The principal topics in physical geography.....6 weeks

Course Three

[I]—Methods in the grades illustrated by a study of North America..
.....12 weeks

Course Four

[H]—(a) Mathematical Geography.
(b) A Study of Europe 6 weeks

Course Five

[L]—A Study of North America illustrating the method of Geography. It differs from Course 3 in devoting more time to developing principles of Physical Geography.....12 weeks

Course Six

[K]—Mathematical Geography.
South America and the Eastern Hemisphere.....12 weeks

Course Seven

[A and B]—Physical Geography.
A study of the processes by which the surface of the land has been shaped and of typical land forms with reference to their origin, life history and influence upon man. Also a study of the migrating system of winds and calms, of the cyclonic storm, and of the control these exercise over weather and climate. Work with maps, charts, and pictures forms an important part of the course. Excursions are made as often as is practicable..12 weeks
Text-book in Descriptive Geography, Longman.
Text-book in Physical Geography, Davis.

Method in Social and Economic Science

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For the present no prerequisites of academic knowledge will be made. The course will include:

1. *Theory of Economic Forces.* The general movement during the term's work will be that determined by a deductive treatment of the science. But each main tenet of economic theory will be developed in the class-room before the authorities are read; and its discussion will be accompanied by the observation, collection, classification of industrial facts and the reading of pertinent industrial history.

2. *Society as a Product of Economic Forces.* Observation of industrial phenomena within reach; cumulative experience of the class; our industries—extractive, transforming, transferring, transporting, service; localization of industries; economics and geography. Study of the social condition of the several economic classes. Discussion of the various social and economic questions that the data collected suggests; economics and morality.

3. *Economic Forces in History.* Industrial History of England and the United States, as supplementary reading. The knowledge whence we came as a help in determining whither we are going. How economic forces have made political history.

4. *Method in Economic and Social Science for the Public School.* Discussion of the method for the high school. What may be done in the grades. Outlines of matter to be used in the grades in connection with History, Geography, general exercises, calculated (1) to increase the pupil's society knowledge and (2) to make him locate himself in the social order, feel the responsibilities of his position, and form correct social habits. Text, Walker's Briefer Course.

Course Two

THE ECONOMIC PROBLEM OF DISTRIBUTION. (Elective. Taught each Winter Term.)

The facts as to the past and the present distribution of wealth in the United States. A more thoro study of the theory of distribution than can be given in Course 1 above. Especial discussion of the various theories of wages. History and present status of the labor movement. Recent tendencies towards concentration and integration in industry. Relations of monopolies and "trusts" to wages, profits, prices and public welfare. Study of the various methods of taxation and of the bearing of each upon the distribution of wealth. Davidson's "The Bargain Theory of Wages," and Jenks' "The Trust Problem," also portions of the books by Clark, Hobson, Spahr, Ely, and Connor, will be discussed in the class.

History

History, altho divided into periods for convenience, is a continuous whole; and one of the purposes of the study is to show this continuity. It should reveal to the learner the progress of humanity in its march from the imperfect to the perfect. He should be able to see the great procession as it moves along the lines of government, education, religion, industry and social culture, as it is only by so doing that he derives the greatest benefit from the study.

Ancient history shows us the early people coming out of the legendary haze into the sunlight of history. It reveals the contribution made by each toward the civilization of the race. A study of this division of history will enable the student to see that while nations rise, flourish and decay, that which is vital in the civilization of any one of them does not die, but enters into the life of another which is prepared to carry it to a higher degree of perfection. The indebtedness of the present to the remote past is thus made clear.

The earlier part of mediaeval history shows how humanity extricated itself from the confusion which followed the swarming of the northern barbarians into Greece and Italy. It is usually called the Dark Ages, but what few records we have of the period show that it was one of great activity—a time of germination, in which the principle of the survival of the fittest was vigorously at work. From this germinating period may be seen coming the great institutions which have given character to modern nations, and which have differentiated them from one another. The latter part of mediaeval history traces the history of these institutions, as well as that of the action and reaction of Asia and Europe upon each other.

The earlier part of what is usually termed the history of the United States is American history only in a slight degree. It is the history of discoveries and explorations by European nations and of their struggles for supremacy in the New World. To understand it, therefore, it is necessary to study the conditions prevailing in those countries at the time. But as the people and institutions which gave character to the American colonies were English, the history of England should receive more attention from the teacher

of American history than should that of the other nations. The student should see that it was from English history that the fathers learned their lessons of liberty. The principles at issue in the Revolutionary War should be understood, and so should the influence of the victory upon the history of the world. All of the wars in which the nation has been engaged are worthy of some attention, if for no other reason than for the results which followed. Even the Mexican War was important because of its influence upon slavery, and consequently upon the secession of the states. To see nothing at stake in the Civil War more than the preservation of the Union would be a short-sighted view of the subject. To appreciate properly its importance it must be considered in its relation to world history. The Spanish-American War with its motive and consequences should be dwelt upon. The fact of its being so recent, and marking out a new line of policy on the part of the nation makes a careful study of it all the more imperative. But while our wars are worthy of attention, our progress thru the arts of peace are worthy of still greater consideration. Our mastery of the forces of nature, by which the comfort, wealth and intelligence of the people have been enhanced, is the most important topic in our history. The captains of war are not to be slighted, but the captains of invention, of industry, and of literature are worthy of equal attention.

Civil Government is a phase of history. It traces the origin and growth of laws and institutions. The civil government of the United States has its roots largely in English history, and cannot well be understood without some knowledge of that history. The rights and duties of the citizen, his relation to the nation, to the state and to the other units of government form the more essential topics. The duties which the nation and state owe to the citizen are also important. In tracing these mutual relations, the machinery of government is studied, and the effect of its working is seen in our history.

Courses in History

Course One

[G and D]—History of the United States.....12 weeks

Course Two

[A²]—History of the United States and Civics, with special reference to method of presentation. Second term of the second year..12 weeks

Course Three

[A⁴]—Advanced work in the history of the United States. Third term of the fourth year. Text-book, Channing.....12 weeks

Course Four

[A⁴]—Ancient History.

First term of the fourth year 12 weeks

Course Five

[A⁴]—Mediaeval and Modern History. Second term of the fourth year

.....12 weeks

Course Six

[A³ & A³]—General History. Last term of senior year for those who have not taken Courses 4 and 5..... 12 weeks

Course Seven

[B & C]—Civil Government of Illinois and of the United States..12 weeks

Course Eight

(Elective.) Winter Term. History of Illinois.

Course Nine

(Elective.) Fall Term. English History from the accession of James I. Text-book, Coman and Kendall.

Course Ten

(Elective.) Spring Term. Modern European History beginning with The Thirty Years' War. Text-book, Thatcher and Schwill.

Text-books in Elementary United States History: McLaughlin, McMaster, Johnston, Montgomery or any other good text.

Text-book in General History: Myers.

Text-books in Civil Government: Fiske's Civil Government, and Trowbridge's Illinois and the Nation.

Physical Culture

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The Physical Culture courses are to prepare teachers of public schools to promote by the use of appropriate exercise the highest physical welfare of their pupils. They are not intended primarily for the benefit of the teachers, yet they furnish excellent personal training and make all other physical exercise more beneficial.

Course One

PHYSICAL EXPRESSION. (6 weeks.)

This course is required of all students. Its purpose is:

1. To discover by a study of the human body what principles of exercise must be used to secure the complete use of the body.
2. To find exercises in harmony with these principles.
3. To make an organic arrangement of these exercises into a graded system.
4. Brief practice of typical exercises.

During this prosecution the subjects of Health, Beauty of Form and of Movement, Physical Expression and Character will be considered in their relation to Physical Exercise. The philosophy of Physical Expression will include a study of gesture and its genesis; leading to the idea that genuine expression is a manifestation of the inner life. Prerequisites to this course are:

1. Physical erectness and freedom.
2. Ease and smoothness in walking.
3. General culture expressed through the body.

A special suit is not required but the clothing must allow free movement of all parts of the body.

No text-book is used. Reading is required from the following books:

Physical Culture, C. W. Emerson.

The Philosophy of Gesture, C. W. Emerson.

Expression of Emotions in Man and Animals, Darwin.

Nature and Culture, Mabie.

Descent of Man, Darwin.

The Ascent of Man, Drummond.

Education of the Central Nervous System, Halleck.

Primer of Psychology, Ladd.

An elementary knowledge of anatomy and physiology is presumed.

Course Two

GYMNASTICS. (Two periods a week for 12 weeks.)

This course is prerequisite to Course 1 for all students.

Its aim is to secure health, symmetry, graceful carriage, and cultured freedom in all movements.

The work is in the main the Emerson system of physical culture and includes various light exercises, dumb bells, clubs, wands, May-pole games, poising, skipping and walking exercises. Some vigorous apparatus work is done by students who are strong enough.

A special suit is necessary.

Course Three

Gymnastics. (Two periods a week for 12 weeks.)

This is the first prerequisite to Course 1 for all students.

It aims at health, erectness, and economy of movement. The exercises are similar to those of Course 2 but are more simple.

A specific suit is needed consisting of navy blue serge blouse and bloomer, and black slippers. Suits can be made after arrival at a cost of from \$3 to \$6.

The general health and physical development of all young women are carefully looked after by the Preceptress and teacher of reading. Suitable exercises are prescribed and advice given after careful inquiry in regard to the physical condition of the student.

Athletics

Athletic sports are encouraged, as a means to pleasant recreation, for their value in developing the body, as a source of social and ethical culture, and as cultivating the spirit of cooperative enterprise; also, as furnishing pleasurable interests which will keep the student from seeking questionable entertainment.

Basket ball, tennis, base ball, foot ball, are the games most in use. There are two fields for basket ball, one in the gymnasium and one on the campus. There are numerous good tennis courts on the campus and one in the gymnasium. For the other games there is abundant room and ample provision. These games are managed so that a large number may engage in them. Opportunity is given to several students to acquire skill in conducting games. The gymnasium is open for exercise at certain hours under suitable restrictions to those who are not enrolled in classes.

Reading Method

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(Six weeks) Required of all students.

This course is a discussion of what reading work should include, and of material and method for grades one to eight. Observation of lessons given by the critic teachers of the Practice School runs parallel to class discussion.

Hinsdale's Teaching the Language Arts, McMurry's Special Method in Reading, and Clark's How to Teach Reading in the Public Schools are used as references.

Reading

Course One

ADVANCED READING, F. (6 weeks.)

Practical work in expression: time, pitch, quality, force. Careful analysis of type selections from the standpoint of expression. Declamation and speaking one or two days each week. Brief discussion of the theory of vocal expression. Phonic work as outlined for Course 2.

Material: The Queen's Wake, Hogg; Child Life in Poetry, Whittier; The Pied Piper and Other Poems, Browning; Wordsworth's Poems; Thanatopsis and Other Poems, Bryant.

Graduates of four-year high schools are expected to be able to take this course without additional preparation, but if the work done in the high school has not given the ability to interpret and appreciate literature they may be requested to precede it with Course 2. If there is any condition of voice or physique which would prevent success in the work of this term, the condition must be corrected before admission to this class can be granted. The articulation must be clear.

Course One

ADVANCED READING, B & C.

The same as Course 1, F, except that since these classes have taken Course 2, the work on time and pitch will be done rapidly, and no phonic work will be given.

Course Two

PHONICS AND READING. (12 weeks.)

(a) Phonic work including articulation drills, study of the English sounds with study of the action of the organs used in forming them, and discussion of the relation of articulation to expression in reading. Text: Phonics and Reading, Van Liew and Lucas.

(b) Tasks in interpretation demanding considerable ability are presented; work on time, pitch, clearness and directness in expression.

Material: Marmion, Scott; Poems from the writings of Ralph Waldo Emerson; The Flight of a Tartar Tribe, DeQuincey; The Vision of Sir Launfal, Lowell; Merchant of Venice, Julius Cæsar, Twelfth Night, Richard II, Shakespeare.

This course is for graduates of three-year high schools, for students who have prepared for it by taking Course 3, and for graduates of four-year high schools who may have failed to enter Course 1. It is to be followed by Course 1, B. and C.

Course Three

ELEMENTARY READING. (12 weeks.)

Intelligent interpretation of simple literature; exercises in pronunciation and articulation; time; animation in expression.

Material: Under the Old Elm and Other Poems, Longfellow; Romulus, Alexander, Abbott; Lars and Other Poems, Taylor; Rip Van Winkle, Irving; Grandmother's Story of Bunker Hill Battle and Other Poems, Holmes; Paul Revere's Ride and Other Poems, The Courtship of Miles Standish, Tales of a Wayside Inn, Longfellow.

This course is for students who have had no high school training and who expect to do four years' work, before graduation. It is to be followed by Courses 1 and 2.

Art Department

Course One

(a) HISTORY OF ART.

Brief study of ancient, mediæval, and modern art with an effort to lead the student to see that art is an expression of the life of the people.

(b) COLOR.

Study of the theory of the color. Study of color in nature. Mediums. Water color.

Students taking this course must be able to draw freely in Perspective, Light and Shade, and Color. School principals should see that students wishing to enter this work do thoro work in the high schools.

This course is required of all students.

Course Two

FREE HAND DRAWING.

Free hand Perspective. Light and Shade. Illustrative sketching. Picture composition. This course is to be followed by Course 1 and is required of all students not prepared to enter Course 1.

Course Three
ELEMENTARY FORM STUDY.

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Study of the form of common objects, fruits, plants, etc. In part of this course clay is used as the medium of expression, in the remaining part, the soft pencil. This course is to be followed by Courses 2 and 3 and is required of all students entering Section L. As it will require little work outside the class, it will regularly be combined with Music 1.

It is hardly necessary to say that these courses are planned for teachers, that teachers may draw freely. It is hoped, however, that as students they may learn to seek the culture that is derived from the beautiful in Nature and Art.

Method in Penmanship

Course One

METHOD OF PENMANSHIP IN THE GRADES. (3 weeks.)

Penmanship is considered only a means to an end. The aim of this course is to determine from the standpoint of the teacher what written forms can be most easily read and the means by which they can most easily and rapidly be produced. Economy of effort is the basis for determining all the details of form, position, movement, and aims of practice.

This course is required of all students except such members of Section F as write well with ease and speed. It includes merely the pedagogy of the subject, but all pupils who cannot do legible writing with ease and a fair degree of speed should, in addition to Course 1, take

Course Two

PRACTICE IN THE THEORY AND ART OF PENMANSHIP. (6 weeks, or longer if necessary.)

This includes blackboard drill in movement exercises, as outlined in the State Course of Study, with musical accompaniment to secure smoothness and harmony of movement.

Method in Word Study

Course One

METHOD OF SPELLING AND WORD ANALYSIS IN THE GRADES. (3 weeks.)

This course is required of all students except those admitted to

Section F. It is the only course required of students who upon examinations, are found to have

- a. The ability to spell 90 out of 100 familiar words, such as lose, led, busy, until, separate, occurred, reference, notable, noticeable, ridiculous, accommodate, recommend, and
- b. A knowledge of the literal meaning of 75 out of 100 of the most frequently recurring prefixes, suffixes, and roots which compose our most familiar derived words, such as proceed, recourse, educate, geography, bicycle, verdict, bisection, corpulent, thermometer, sympathy.

All students, including Section F, who have not the prerequisite preparation for Course 1 should take

Course Two

DRILL IN SPELLING AND WORD ANALYSIS. (3 weeks, or as much longer as may be necessary to attain the standard set for Course 1.)

On the first Thursday of each term an examination is offered to all who wish to be excused from Course 2 in spelling.

Method in Grammar

Aim: 1. To give the student the essential facts of the subject.

2. To enable him to express these facts in as simple a way as is consistent with accuracy.

3. To show him that topics may be presented in such an order that but one difficulty will be met at a time, and that this when mastered will prepare the way for others; to show also that such an order makes it possible to require nice discrimination from the first, and that the power to make fine distinctions is one of the chief disciplines of the subject.

4. To enable him to apply in a practical way the theory that because of the analytical nature of our language the thought element must predominate over the form element in the study of its grammar.

Topics: Part I. The Sentence. The simple sentence with its essential elements is first considered; then element after element is added until all ordinary English constructions have been studied. The parts of speech are defined as the development of the sentence makes their introduction necessary, but only such classification is made as is based on use.

Part II. Parts of Speech; classification, summary of uses, inflection.

Course One (12 weeks)

All the work indicated above. This course is intended for Section F.

Course Two (12 weeks)

Sentence analysis omitting the study of verbals.

Course Three (6 weeks)

Verbals and parts of speech. Courses 2 and 3 are intended for Section I.

Course Four (12 weeks)

Sentence analysis omitting clauses and verbals.

Course Five (12 weeks)

Clauses and their connections and verbals. Analysis of passages from literature.

Course Six (6 weeks)

Parts of speech. Courses 4, 5, 6 are for Section L. Text-book: Gowdy.

Literature

Four regular courses in literature are given, of one term each. In these an effort is made to bring students to a clearer knowledge of the nature of literature and its relation to life, in order that they may determine more intelligently what they should aim at in teaching literature themselves, what should control their choice of literature to be read with pupils, and how they should handle what they read. To this end there are studied in the several courses as many types of literature as time permits.

Course One

POETRY AND THE NOVEL.

Classroom study of the minor epic in Matthew Arnold's *Sohrab and Rustum*, and of the novel in George Eliot's *Silas Marner*. Outside of class a further study is made of narrative verse usually Tennyson's *Princess* or *Idylls of the King*, and of the novel in one of Scott's or Hawthorne's novels. The results of this study are reported in an essay by each member of the class and are discussed in class.

Course Two

POETRY, ESSAYS OR SPEECHES, AND THE NOVEL.

The great epic, in *Paradise Lost*, and narrative and lyric verse in the volume of selections from Wordsworth made by Matthew Arnold, form the basis of the work in the classroom. The outside reading consists of read-

ings from Emerson's Essays, First Series, or Arnold's Culture and Anarchy, or Carlyle's Sartor Resartus, or Speeches by Burke or Webster, and a novel by Thackeray or Hawthorne. Essays and discussions as in Course 1.

Course Three

SHAKSPERE.

Two plays are read in class, usually Macbeth and Hamlet. Outside of the classroom Marlowe's Edward II. and Shakspeare's Richard II. are studied and compared, and one more play by Shakspeare is read, either a comedy or Lear or Othello. Essays and discussions as in Courses 1 and 2.

Course Four

POETRY, DRAMA, AND NOVEL.

This is a combination of Course 1 and Course 3. This is the only single course in literature that gives a full credit toward graduation. It is intended only for such graduates of the best high schools as have had the preparation described on page 9. Such graduates are supposed to have sufficient preparation in literature to permit the emphasis of the classroom work to be thrown almost wholly on technical and professional points. All who are without this preparation must substitute for Course 4, Courses 1, 2, and 3, or as many of them as their lack of preparation may make necessary.

Electives. Students who wish to prepare themselves more thoroly to teach literature in the common schools and high schools may be permitted to make three additional credits in literature in place of three credits in other branches. For this purpose three elective courses are given.

Elective 1. Poetry from Milton to Tennyson.

Elective 2. The Drama from the Miracle Plays to Beaumont and Fletcher and Webster with special reference to Shakspeare's place and work.

Elective 3. Browning, in Corson's Introduction to Browning.

At least two electives will be given each year with such alternation as will give the student opportunity to take them all.

Rhetoric

Course One

COMPOSITION.

An elementary course based on Scott and Denney's Elementary English Composition.

Course Two

RHETORIC.

Based on Genung's Outlines of Rhetoric, Part II.

Course Three

SCIENCE OF DISCOURSE.

A more advanced course, based on Barrett Wendell's English Composition and Herbert Spencer's Philosophy of Style.

For admission to Course 3 students should have the preparation demanded for admission to Course 4 in literature. Lacking this they must take Courses 1 and 2, or Course 2 in Rhetoric, and at least two of the courses in literature.

TEXT BOOKS.

Shakspere, The Arden edition.

Silas Marner, Appleton's Twentieth Century series.

Milton's Paradise Lost, Allyn & Bacon.

Arnold's Selections from Wordsworth, Macmillan.

Outlines of Rhetoric, Genung.

Elementary English Composition, Scott and Denney.

Spencer's Philosophy of Style, Maynard's English Classics edition.

Barrett Wendell's English Composition, Scribner.

Idylls of the King, Rolfe's or Cook's.

Sohrab and Rustum, in Student's Series of English Classics, or as published by American Book Co., or Houghton & Mifflin.

Music

Course One

THE ELEMENTS OF MUSICAL NOTATION. (12 weeks daily.)

- a. The major scale. Intervals. Key and scale relation. Chromatic tones. The simpler relative tone-lengths and ordinary measure forms.
- b. The elements of notation worked out thru the study and mastery of the musical problems stated above. Reading and four part singing in nine major keys.

Text: Palmer's Graded Lessons in Music.

Course Two

- a. Extended drill in intervals, diatonic and chromatic. Minor and the more remote major keys; their relationship. Modulation. The more difficult rhythms and measure forms.
- b. Classification of the elements of music and the presentation of their parts in logical succession.
- c. The problems involved in the art of reading vocal music considered from the teacher's point of view.

All students are required to take either Course 1 or Course 2. In addition to the foregoing classes, about twenty minutes daily are devoted to

general practice in singing. There are also a boys' glee club and a girls' glee club which meet for practice twice each week.

Method in Latin

Six credits are required for the completion of the course, one from each of the following:

Course One

METHOD IN BEGINNING (First Year) LATIN. (12 weeks.)

Prerequisites: An academic knowledge of the usual first year's work. A re-examination of Latin grammar, the search being in the main one for unity and harmony. Comparative view of the declensions and conjugations and correlation of phonetic changes with phenomena that the pupil is acquainted with. Physiological explanation of phonetic changes. Introductory study of syntax, or of how Latin expresses the main types of relations. The question is asked at every step: What is the English (or the German) way of expressing the same relation? Roman pronunciation with special care for the long vowels. Lineal relationship of Latin and English, how and when Latin derivatives came. Illustrations of each class, development of a dozen important roots in English. Cognate relationship of Latin and English, many illustrations, statement of Grimm's law.

Note: For the accommodation of pupils who have not had the usual academic training in first year's Latin, Course I is given, along with the academic work required, in a course that takes twenty-four weeks for its completion.

Course Two

METHOD IN SECOND YEAR LATIN. (12 weeks.)

Prerequisites: Two years' academic work and Course 1 above.

Enough translating is done to insure that the students have acquired the habit of using only the usual English methods of expressing the relations of the Latin original. This is our definition of a literal translation.

Inductive study of the Latin method of expressing the relations that offer to beginners the most difficulty, collection of all the examples in Cæsar, examination of different authorities: thus *cum*-clauses, gerund and gerundive, uses of dative, etc., are studied. Further study of the lineal relationship of Latin and English. General changes that derivatives of the first, the second, the third, and the fourth period have undergone. The cognate relationship; mastery of the consonant correspondences with illustrations.

Note: For the accommodation of students who have not had the prerequisite academic work necessary for Course 2, the course is given in a

class that takes the academic work along with the above, and takes one school year for the work.

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Course Three

METHOD IN CICERO. (12 weeks.)

Prerequisite: Courses 1 and 2 and an academic course of two years in some secondary school.

On alternate days the class recites with a class that is going over the work for the first time, both review and advance being required of all the students alike. It will be insisted upon that the translation be worthy of the Latin original. Analysis of the orations from the oratorical standpoint. Written review of one, for the sake of the English style. It is the aim to spend most of the recitations in this course upon matters pertaining to rhetoric and literature. The main function of this course is to develop good literary taste and literary appreciation.

Note: For the accommodation of students who have not had the prerequisite academic training, this course is given also in a class that takes twenty-four weeks for its completion.

Course Four

METHOD IN VERGIL AND OVID. (12 weeks.)

Prerequisite: Courses 1, 2, and 3.

Considerable reading is done, study of the scansion (the purely quantitative method); study of the authors from the literary standpoint.

Note: Also offered in a class that takes one year for the work.

Course Five

ADVANCED READING. Livy. (12 weeks.)

Prerequisite: Courses 1-4, above.

Comparative syntax of Livy and Cæsar. Lineal and cognate relationship of Latin and English. Vowel and consonant changes of words of the third period. All the important classes of derived words treated. Cognate correspondence of Latin and English vowels.

Course Six

ADVANCED READING. Horace, Odes, etc. (12 weeks.)

Prerequisites: Courses 1-5, above.

Literary interpretation of authors read. Application of the student's knowledge of the comparative phonology of Latin and English and German in a dozen practical fields, as in the reconciliation of Latin and English and German numeral systems, declensions. History from cognates. Discussion of secondary school problems that pertain to Latin.

Latin books used: Grammar, Bennett's Complete; Collar and Daniell's First Latin Book; Kelsey's Cæsar; Harper and Gallup's Cicero; Kelsey's Ovid; Comstock's Vergil; Lord's Livy; Smith's Horace. Other good texts may often answer as well as those mentioned above.

LATIN SUBSTITUTIONS.

Graduates of approved high schools, if they have had three or four years' Latin, may substitute the six courses in method for six credits of their regular course as may be directed.

Graduates of the smaller high schools, expecting to take about nine terms for the completion of their work here, may, if they have had as much as two years' Latin, complete the Latin program in nine terms and omit nine studies in their regular program, as follows: Reading and gymnastics, one term; geography, one-half term; words and writing, one-half term; drawing and arithmetic, one term each; grammar, one-half term; the other four and one-half terms' work to be determined with reference to the past course, the record and the aim of each individual student. Students of this class who have had no Latin may complete three years of Latin work, omit the first four and one-half studies mentioned first above, and one and one-half studies to be determined later.

Students who come to us with no high school training and no Latin, may, if they take Latin, omit some one study each term during the twelve terms of their course, as may be directed.

The above privileges of substitution are for such students as take Latin thru the entire curriculum. For a small amount of academic Latin full equivalents are not allowed. A year's Latin may be substituted for one term's work in any study in the regular program. Two years' Latin is accepted as substitute for three terms' work in other studies. The summer terms may be utilized to get studies out of the way that room may be left for foreign language work.

It is suggested that it would be best for many students to add to the length of their courses to get Latin and German. Thus, a student who might otherwise expect to finish his course in three years, could take twelve terms of Latin and six of German, omit only six other studies for one term each, and still finish his work in four years.

Under proper circumstances pupils may be allowed to substitute German for some of the Latin arranged for above.

German Courses

Course One

METHOD IN FIRST YEAR GERMAN.

Prerequisite: One year's high school work or an equivalent in familiarity with the language.

The course includes a review of German grammar, the search being in the main one for unity and harmony; some correlation of English and

German as cognate tongues; some practice in composition; and in conversation; sight reading; translation by ear; discussion of method in first year's work. Schiller's "Die Glocke." Some one classic, such as "Wilhelm Tell," is read and its treatment is intended as an embodiment of ideas as to method. (12 weeks. Spring Term.)

Note: To enable pupils who have had no German to meet the prerequisite above, a course is offered for beginners, extending through the fall term and the winter term of each year. The work covers 100 pages of Boisen's German Prose with grammar to match, "Minna von Barnhelm" and some translation by ear and sight. Joynes-Meissner's grammar is the regular text-book.

Course Two

METHOD IN SECOND YEAR GERMAN.

Prerequisite: Course 1 above and satisfactory evidence of ability to do the work.

Goethe's "Egmont" and Freytag's "Aus dem Staat Friedrich's des Grossen," analyzed as literary productions. Cognate relationship of German and English. Discussion of questions of method. The class is conducted for the most part in German. (12 weeks, each Spring Term.)

Note: To help students to meet the prerequisite above, a course, open to those who have completed Course 1, is offered, running through the fall term and winter term of each year. Much of the time is spent in conversational drill. Two or three classics are read.

Practice Teaching in the Practice School

The Practice School consists of eight rooms or grades in the public schools of Normal and six classes in the high school. Six of these grades are housed in the practice school building. Each of these grades is in charge of a critic teacher. The teachers of the normal department also spend one hour per day in the Practice School supervising work in their own branches.

The Practice School is designed to give careful and liberal training in the art of teaching in all grades. Each student in the Normal Department, before graduation, is required to teach three terms in the Practice School. A term's work consists of the daily instruction of a class for forty-five minutes during one full term. In some cases the daily observation and criticism of a class, followed by written and oral discussion, are taken in lieu of one term

of teaching. In general students are required to teach one term in each of the three departments, Primary, Intermediate, and Grammar School. But students desiring to fit themselves for any particular grade of school work, or in any special branch of study are given an opportunity to do so. Teachers of satisfactory training and experience who wish to prepare themselves for expert work as critic teachers, will be allowed all the advantages of the Practice School.

The work of teaching is carefully supervised by the critic teachers. Each teacher of a class is required to write out the plans of recitations one week in advance. These plans are closely examined by the critic teacher and, where necessary, discussed with the class teacher and revised. The instruction itself is also observed by the critic teacher, and helpful criticisms are given in private. Each practicing teacher is held fully responsible for the control and management, as well as for the instruction of the class. He is expected to develop skill and power in the management and instruction of the class as a whole, and, at the same time, to study and adapt the work to the individual ability and disposition of each pupil. As far as possible during the last two terms of his instruction, the practicing teacher is given charge of a room; so he is supervising one class at the same time that he is teaching another.

Students who have had no experience in teaching find it best generally to observe a class one full term in the Practice School before undertaking the instruction of a class. Careful criticism and discussion of the lessons observed are required of each observer.

Each week, two illustrative or "critique" lessons are given by experienced teachers. Teachers and observers are required to observe one of these lessons each week. An hour is devoted the following day to its careful discussion under the direction of the critic teacher. This gives each teacher an opportunity each term to see eleven such lessons carefully presented and thoroly discussed.

Certain students are also appointed regularly to look after the children at noons, recesses, and during study periods, and, in peculiar cases, for the individual instruction of children. Individual studies of children are regularly made in this way.

The critic teachers present illustrative lessons, at such times as are convenient, for the benefit of those students who are preparing for work in the Practice School.

The Program of Studies

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In the tables below are shown the programs of studies for three grades of entering students. No student may take more than four regular studies without special permission. All classes recite daily in the regular terms. In the summer term of six weeks two recitations per day are held in most subjects, thus enabling the student to complete the regular twelve-week courses. In all programs the required gymnastics are not included in the four. In the four-year program Music 1 and Drawing 3 count as one study.

Attendance at one summer term is provided for in the two-year and three-year programs. Only one study at present is named; it is expected that the student will take some additional optional study, or, if necessary, make up some deficiency.

A student, as a rule, is expected to follow the regular program for the section to which he belongs. If it is thought advisable he may be permitted to make any credit by a longer or shorter course than is provided in his program. No substitution of an elective study, can be allowed unless the student's attainments in the omitted study are equal to the requirement for admission to Section F as stated on page 9.

Variations from the regular programs are permitted to special students, and to others if there be special need of such change.

If a student fails to keep pace with his class in any study he may be transferred to a lower section in such study, or be required to drop such study.

If a student fails to carry a study in any term, he is required to repeat that study at the earliest opportunity.

Students that have become irregular in their programs, or who contemplate taking electives, should, while arranging their individual curricula study carefully the daily programs on page 51.

The Two-Year Program

	FALL TERM	WINTER TERM	SPRING TERM	SUMMER TERM
FIRST YEAR	Teaching Process 1 Arithmetic 1 Biology 1 Music 1 or 2 - (Drawing 2) Physical Training *Method 1st year Latin	Psychology 2 Geography 1 Physiology 2 Reading 1 (6 weeks) Reading Method (6 weeks) Physical Training *Method in Caesar	General Method 3 Algebra 1 Grammar 1 Geography 2 (6 weeks) Physical Expression (6 wks) *Teaching *Method in Cicero	Science of Discourse 3 (Any optional Study)
SECOND YEAR	Economics 1. Physical Science 1 Drawing 1 Teaching *Astronomy *English History *English Poetry *Method in Vergil 10	Philosophy of Education 4 Geometry 1 Civics and History 2 Teaching *Economics 2 *History of Illinois *English Drama *Horace 11	School Management 5 Literature 4 General History 6 Teaching *Trigonometry *Modern History *Advanced U.S. History *Browning *Livy 12	

* ELECTIVE ACCORDING TO RULES ON PAGES 44 and 47

The Three-Year Program

	FALL TERM	WINTER TERM	SPRING TERM	SUMMER TERM
FIRST YEAR	I Arithmetic 2 Grammar 2 Geography 3 Reading 3 Physical Training *Latin 1	H Arithmetic 1 Grammar 3 (6 weeks) Geography 4 (6 weeks) Teaching Process 1 Music 1 or 2 (Drawing 3) *Latin 2	G Algebra 2 Science of Disc. 3 U. S. History 1 Botany 3 Physical Training *Cesar 3	G Writing Word Study Reading Method
SECOND YEAR	C Algebra 3 Psychology 2 Reading (6 weeks) Physical Expression (6 wks) Zoology 4 *Cesar 4 *German 1	C Geometry 2 Teaching 2 Drawing 2 Physiology 5 *Cesar 5 *German 2	C Geometry 3 General Method 3 Drawing 1 Civics 7 *Cicero 6 *German 3	
THIRD YEAR	A ³ Economics 1 Physics 3 Literature 2 Teaching *Cicero 7 *Vergil 10 *German 4 *Astronomy *English History 9 *English Poetry 5	A ³ Philosophy of Education 4 Chemistry 2 Shakespeare 3 Physical Geography *Ovid 8 *Horace 11 *German 5 *Economics 2 *History of Illinois 8 *English Drama 6	A ³ School Management 5 Physical Science 1 General History 6 Teaching *Vergil 9 *Livy 12 *German 6 *Trigonometry *Modern History 10 *Browning 7 *Advanced U. S. History 3	
* ELECTIVE ACCORDING TO RULES ON PAGES 44 and 47				

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The Four-Year Program

	FALL TERM	WINTER TERM	SPRING TERM
FIRST YEAR	Mensuration 3 U. S. History 1 Nature Study 6 Composition 1	Percentage (6 weeks) Bookkeeping (6 weeks) Reading 3 Elementary Physics Writing and Word Study Physical Training	Arithmetic 1 Teaching Process Geography 3 Music 1 or 2 Drawing 3 Physical Training
SECOND YEAR	Algebra 4 Zoology 4 Grammar 4 Geography 5	Algebra 5 Physiology 5 Grammar 5 Reading 2	Algebra 6 Botany 3 Grammar 6 (6 weeks) Reading Method (6 weeks) Psychology 2
THIRD YEAR	Geometry 2 Rhetoric 2 Civics 7 Teaching	Geometry 3 Literature 1 General Method 3 Drawing 2	Economics Reading 1 (6 weeks) Physical Expression Physical Geography Drawing 1
FOURTH YEAR	Literature 2 Ancient History 4 Physics 4 Teaching	Philosophy of Education Mediaeval History Physics 5 Teaching	School Management United States History Chemistry 2 Shakspeare
LANGUAGES AND ELECTIVES SAME AS IN THREE-YEAR PROGRAM.			

Daily Program

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Fall Term

FIRST HOUR.—Arithmetic 2, Arithmetic 4, Biology 1, English History 9, Geography 3, U.S. History 1, Word Study and Writing, Reading Method, Grammar 4, Literature 2, Latin 1, Cicero, Critiques.

SECOND HOUR.—Teaching Process 1, Algebra 2, Physical Science 1, Zoology 4, Civics 7, Geography 4, Reading 2, Reading 1, Physical Expression, Grammar 3, Literature 2, Composition 1, Vergil, German 1.

THIRD HOUR.—Teaching Process 1, Arithmetic 1, Arithmetic 3, Arithmetic 4, Physics 3, Zoology 4, Ancient History 4, Geography 3, U.S. History 1, Drawing 3, Grammar 2, German 4.

FOURTH HOUR.—Algebra 4, Nature Study 6, U.S. History 1, Drawing 2, Reading 2, Reading 3, Grammar 2, Composition 1, Science of Discourse 3, Cæsar, Economics.

FIFTH HOUR.—Psychology 2, Geometry 2, Arithmetic 1, Arithmetic 2, Nature Study 6, Physical Laboratory 3 and 4, U.S. History 1, Drawing 1, Spelling, Latin Method, Gymnastics.

SIXTH HOUR.—General Method 3, Astronomy, Algebra 3, Nature Study 6, Physics 4, Geography 3, Geography 6, Composition 1, Rhetoric 2, Music 1, Gymnastics.

SEVENTH HOUR.—English Poetry, Music 2, Gymnastics.

Winter Term

FIRST HOUR.—Critiques, Geometry 3, Arithmetic 1, General Physical Science 6, Physiology 2, History of Illinois 8, Physiography 7, Science of Discourse 3, Word Study and Writing, Latin 3, German 5, Reading 2, Gymnastics.

SECOND HOUR.—General Method 3, Arithmetic 1, Percentage 4, General Physical Science 6, Physiology 5, Mediaeval History 5, Geography 1, Geography 3, Grammar 5, Shakspeare 3, Cæsar 5, Reading Method, Reading 1, Reading 3.

THIRD HOUR.—Psychology 2, Teaching Process 1, Geometry 1, Advanced Algebra 3, Physics 5, Physiology 5, U.S. History 1, Grammar 2, Word Study and Writing, Latin 2, Advanced Economics, Reading 3, Drawing 2.

FOURTH HOUR.—Philosophy of Education 4, General Physical Science, Geography 4, Geography 6, Grammar 3, Literature 1, German 2, Reading 1, Reading Method, Reading 2, Drawing 1.

FIFTH HOUR.—Psychology 2, Teaching Process 1, Mensuration 3, Arithmetic 1, Percentage 4, Civics 2, Bookkeeping, Ovid 8, Cæsar Method, Drawing 3, Gymnastics.

SIXTH HOUR.—Philosophy of Education 4, Geometry 2, Algebra 4, Algebra 5, Laboratory Work in Chemistry and Physics, Geography 1, U.S. History 1, Grammar 2, Spelling Drill, Latin 1, Horace 11, Music 1, Gymnastics.

SEVENTH HOUR.—English Drama, Music 2, Gymnastics.

Spring Term

FIRST HOUR.—Critiques, Arithmetic 1, Algebra 6, Percentage 4, Botany 4, Civics 7, Geography 5, Grammar 1, Shakspeare 3, Spelling, Latin 2, German 3, Reading 2.

SECOND HOUR.—Arithmetic 2, Mensuration 3, Physical Science 1, Botany 4, Physical Geography 7, U.S. History 1, Grammar 1, Literature 4, Bookkeeping, Cicero 6, Reading Method, Drawing 3.

THIRD HOUR.—School Management, General Method, Trigonometry, Arithmetic 1, Botany 4, Modern History 10, Geography 2, Grammar 2, Writing Drill, Science of Discourse 3, German 6, Reading 3, Drawing 1.

FOURTH HOUR.—School Management, Composition 1, Teaching Process 1, Geometry 3, Algebra 5, U.S. History 7, Geography 3, Geography 4, Grammar 3, Grammar 6, Science of Discourse 3, Livy 13, Reading Method, Physical Expression.

FIFTH HOUR.—General Method 3, Teaching Process 1, Algebra 1, Algebra 2, Nature Study 6, Chemistry 2, General History 6, U.S. History 1, Grammar 2, Vergil 9, Economics, Drawing 2, Gymnastics.

SIXTH HOUR.—Psychology 2, Algebra 1, Algebra 2, Nature Study 6, Chemistry 2, U.S. History 1, Words and Writing, Cæsar 3, Cicero Method, Music 1, Gymnastics.

SEVENTH HOUR.—Browning, Music 2, Laboratory Work in Chemistry, Gymnastics.

	COURSES OF STUDY <i>for</i> <i>the</i> PRACTICE SCHOOL	

In the following outlines for the Practice School the work in Music, Drawing, and Gymnastics does not appear. Systematic exercises in these branches are introduced in all grades. The Prang system of Art Instruction is followed thruout. The instruction in singing is based upon the Normal Music Course.

Literature

Point of View.—Literature is an art; its subject matter is life in all its relations; its means of expression, words; its end, the revelation of truth in beauty. As an art literature is controlled by laws that spring in part from the nature of mind, in part from the nature of the material the artist works with—words. The study of literature is the study of life as embodied in works of art, a study of life thru an art. The aim of the study is the enlargement of the life of the student thru his living the lives of others, self-possession thru knowledge of human nature and sympathy with it.

In the first years of the study of literature the child may well be, as unconscious of the art and the laws that control it as he is of his own nature; the teacher should no more forget one than the other. He should choose for his pupils such pieces of real literature as in substance and in form appeal to the pupil and hold him even while they are hard enough to make him work; and in presenting the chosen pieces, the teacher, so far from ignoring the laws of literary art, should be controlled by them.

Literature is now preserved in books and the student of literature must be a reader of books. Tho the child on entering school cannot read and we are therefore driven to the oral presentation of literature we should from the first preserve the literary form, associate the piece of literature with the book, and as soon as possible put the book itself into the child's hands. Further as the child grows into knowledge of the world about him and consciousness of his own

nature, the teacher should little by little lead him to see and appreciate the art of literature and thus open to him finally the widest possibilities of noble enjoyment and growth.

FIRST TERM.

1. The Old Woman and Her Pig. 2. The Three Bears. 3. The Three Musicians. 4. The Discontented Fir Tree. 5. Cinderella. 6. The Ugly Duckling.

These stories are presented orally by the teacher, and reproduced by the pupils. Paper cutting, clay molding, and drawing are based upon these stories and accompany them. During this term also poems are read to the children from books and some of the poems learned by the children. For this purpose Mother Goose Melodies and a few poems of Wordsworth, Eugene Field, Celia Thaxter, and Stevenson are used.

SECOND TERM.

Seven Little Sisters, orally presented. Thru games the children are introduced to the Rhymes and Jingles in the first volume of Norton's Heart of Oak Books; the book is put into their hands, and they begin to read it themselves.

THIRD TERM.

Robinson Crusoe, Chapters I-X, orally presented. Rhymes and Jingles are used as in second term. Paper cutting, molding, and drawing as before.

Nature Study

FALL TERM.

Animals:—Life histories of cat and dog; cow and horse; chicken and turkey.

Plants:—Trees; (1) nut trees, walnut, butternut, buckeye, hickory, (2) large-leaved trees, catalpa, sycamore, balm-of-Gilead. How trees prepare for winter. Gathering, preserving, and labeling leaves and fruits of above trees.

WINTER TERM.

Animals:—(1) Squirrel, rat and mouse. (2) Duck and goose.

Plants:—Scotch pine as a type of evergreens; naming evergreen trees.

Weather:—(1) Effect of freezing upon water, fruit, vegetables, and soil. Use of cellar. Effect of keeping fruit and vegetables in too warm a place during winter. Use of the refrigerator in summer.

(2) Effect of cold weather upon us; chapped hands, frost-bites. Precautions against touching pieces of iron or other metals with wet hands and against hitching horses to iron posts in cold weather.

(3) Study of the thermometer: 1. Principle of it. 2. Pupils learn to read it to 10s of degrees. 3. Record kept of the changes in temperature.

SPRING TERM.

Plants:—1. Planting seeds of lima bean, sweet pea, and nasturtium; watching development. 2. Buds of apple, cherry, and plum; development of the fruit.

Physical Science

I. The Lamp Agoonack and Robinson Crusoe used.

II. The Candle. 1. Making of the candle by dipping or molding. 2. How the candle burns.

III. The Kerosene Lamp. 1. Its parts compared with those of the candle. 2. Use of the chimney and burner. 3. Making of a lamp.

Reading

The purpose is to introduce the child to the delights of getting thought from books and to this end to make him master of the forms of many simple words as symbols of thought. All lessons are primarily thought lessons; drills in word-calling are enlivened by fresh devices in order to avoid objectionable mechanical features as far as possible.

The material for the blackboard work is drawn partly from nature study and literature, partly from the lessons which the child is to read later in the primer. Many of the lessons are presented in the form of games based upon this material and upon the life of play to which the child has been accustomed. The children play these games in response to directions which are given first orally, then in writing upon the board. This work is continued until the children are acquainted with many simple words. If transition from the board work to the book is made directly, a book in which many lessons are given in script is used that the transition may be as easy as possible. If a book containing no script is to be used as a first book the transition is made by means of charts, arranged by the teacher, on which both written and printed lessons are placed.

Phonic work is introduced by means of slow pronunciation.

Later the words are consciously separated into parts and the sounds recognized as individuals. This work begins about the middle of the first term and continues thruout the year. All the

long and the short vowels are learned and the diphthongs *ou* and *ow*. No sounds are marked.

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FIRST TERM.

Finch Primer.
Wheeler Primer.
Cyr's Primer.

SECOND TERM.

Cyr's Primer.
Taylor's First Reader.
Wheeler Primer.

THIRD TERM.

Sprague Primer.
Cyr's First Reader.
Child Life, Volume 1.
Stepping Stones, Volume 1.
Wheeler's First Reader.

Number

FIRST TERM.

The number work of this term is oral and mainly in connection with the lessons in Nature Study, Reading, Construction Work, and the ordinary school administration. It includes counting to ten, the equal parts of numbers to ten, and such unequal parts of these numbers as arise incidentally.

SECOND TERM.

Toothpicks are bundled into tens; tens are counted to 100. Fives are counted to twenty-five. Cents, dimes, and nickels. The dozen and half-dozen. Figures. Writing numbers to 100. Relation of the inch-square to the two-inch square, and three-inch square. Gallon, quart, and pint.

THIRD TERM.

The foot-rule and its divisions. Measuring to the half-inch and quarter-inch in connection with construction work. Building with inch cubes. Signs of operations; expression, orally and in symbols, of operations involving no number beyond twelve. Counting by fives to sixty. Reading the clock dial.

Writing

Primary pupils do most of their writing at the blackboard. When paper is used it has a very wide ruling or none at all. Manila paper answers every purpose. Entire words and sentences taken from the lessons in reading or literature are written, and not individual letters. An exception to this is made of certain combinations of small letters which are usually difficult for beginners. Children learn writing largely by imitation; they see the teacher write the copy on the board.

Second Year

Literature

FIRST TERM.

Robinson Crusoe completed. Poems selected from Stevenson, Alice and Phoebe Cary, Fields, Blake, Macdonald, Wordsworth, Longfellow, Whittier, Bryant, and Tennyson.

SECOND TERM.

Hiawatha's childhood; Hiawatha's friends; Hiawatha's sailing; Hiawatha's fishing; Hiawatha's fasting. Poems as in fall term.

THIRD TERM.

Hiawatha and Mudjekeewis; Hiawatha's wooing; Hiawatha's wedding feast; The White Man's Foot; Hiawatha's Departure. To these may be added the Hanging of Pau-Puk-Keewis, The Death of Kwasind, The Son of the Evening Star. Poems as in the fall and winter terms.

Note: Robinson Crusoe is presented orally and reproduced by the children. It is also made the basis of much constructive work with sand, clay, wood, and pencil. Portions of the story are read to the children, DeFoe's own version being used for this.

The poems chosen for this grade are in part read to the children, in part by them. Many poems are learned by heart. Hiawatha is read to the children and then reproduced by them. Drawing and constructive work of various kinds are based on this poem.

Nature Study

FALL TERM.

Plants:—Continued study of apple, pear, and plum begun in spring. The grape, fruit ripened on the vine. Seeds of ash, basswood, box-elder, coffee-bean, locust, maple, red-bud, and tulip-tree. Watermelon and muskmelon from flower to fruit.

Animals:—Caterpillars frequenting any of the plants studied. Their preparation for winter. Collection of caterpillars.

WINTER TERM.

Combustion:—Air necessary. The alcohol lamp and gasoline stove. Burning of wood and coal. How to put out fires. The friction match. Clothing, houses and barns. Roofs and waterproof clothing. Evaporation and steam. Making of salt and maple sugar. Making of ice-cream.

Discussion of all notable weather changes during term.

SPRING TERM.

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Plants:—Further study of trees. Order of development of buds on different trees. The birch. Planting and care of garden.

Flowers:—Violet, four o'clock and other annuals.

Vegetables:—Melon, radish, lettuce, corn, oats.

Animals:—Birds, brown thrush, woodpeckers, blackbird.

Reading

The aim is to deepen and extend the work begun in the first primary grade in the following lines: clear imaging; independent word-getting; naturalness in expression of thought found in books.

All the English sounds not given in the first primary grade are presented. The children are not expected to recognize the difficult equivalents. The words in which these occur the children learn as wholes.

FIRST TERM.

Heart of Oak, Vol. I.

Child Life, Vol. II.

Stepping Stones to Literature, Vol. I.

SECOND TERM.

Child Life, Vol. II.

Second Reader, Cyr.

Stepping Stones to Literature, Vol. II.

THIRD TERM.

Lights to Literature, Vol. II.

Fables and Folk Stories.

Number

The work for the several months is taken up as provided in the Illinois State Course of Study.

Writing

Same in general character as provided for first year.

Seat Work

The guiding principle in preparing the seat work is to put thought into it. Some of it is based upon the reading lessons but more upon the literature—Hiawatha. Much of it centers around the "Special days" as All Saint's Day, Thanksgiving, Christmas,

the February birthdays, St. Valentine's Day, Arbor Day, etc. The first of each month a calendar is made decorated with drawings and pictures appropriate to the month. Many decorations are made for the room—mats, chains, draperies, borders, etc. Stories are illustrated by molding, paper cutting, and drawing. In the latter part of the year the advanced class does some composition work.

Third Year

Literature

FIRST TERM.

Stories from Hawthorne's Wonder Book, two months. Poetry one month.

SECOND TERM.

Stories from Wonder Book, two months; Poetry one month.

THIRD TERM.

Church's Story of the Iliad, six weeks; Poetry six weeks.

The stories from the Wonder Book and the Iliad are to be told by the teacher and reproduced by the children. Occasionally the teacher reads from the book, and now and then the girls and boys try to read portions of the story for themselves. The poetry in the three terms is to consist of poems found in Stepping Stones, III; Heart of Oak, II; and III; Lights to Literature, III; Whittier's Child Life in Poetry; and Open Sesame, I. These poems are read by the children themselves and many of them learned by heart.

Nature Study

FALL TERM.

Plants:—The corn plant; life history, parts and uses. (Indian corn legends.) Dissemination of seeds. Cocklebur, milkweed, thistle, golden-rod, sycamore, etc.

Animals:—The locust. The frog. The crow. Migration of birds.

Hygiene:—Stowell's Health Primer.

SPRING TERM.

Plants:—Changes in the buds of the soft maple, box-elder, birch and willows. Blossoms, leaves, seeds, seedlings. The potato (a type of underground storage).

Animals:—The rabbit. Arrival of early spring birds. Further study of migration. Study of nesting birds, rearing of young birds, food, songs, etc. The potato beetle.

Hygiene:—As in fall term.

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Physical Science

WINTER TERM.

Review of thermometer and its construction. Maximum and minimum thermometers. Review burning of coal. Construction of cook stove, direct draught and "base burner" heaters, noticing especially evaporation and use of dampers. Use of chimneys. The two systems of heating used in the third grade room at the Practice school; radiator and steam pipes. Exps. (1) Showing large amount of heat consumed in vaporizing a certain quantity of water as compared with the amount required to bring it to the boiling point, and (2) showing the heating effects resulting from the condensation of steam. Ventilation of the third grade room. Heating and ventilating system of the main building.

Sap in the trees in the dead of winter. Recall making of maple sugar. Evaporation of water including quantitative experiments showing effect of extent of surface, temperature, and air currents upon rate of evaporation. Study of Clouds, Rain, Snow, Hail, Frost.

For one month, beginning with the day the new moon is first observed, each pupil sketches the appearance of the moon at about sunset, or sunrise. Each sketch is then properly signed by the observer and dated with the day and hour of observation, then tied in book form with the rest of the sketches. When the month's observations are completed the explanation of the causes of these changes is given by the teacher. Four phases are chiefly considered in the explanation, viz.: New Moon, First Quarter, Full Moon, Third Quarter. Incidentally the shape, position in space, and monthly revolution of the moon about the earth must become clear to the pupil. Apparent diurnal motion of the stars studied is explained. This affords an opportunity for the study of a few of the constellations such as the Great Dipper, Little Dipper, Orion and the Pleiades, and the Pole Star. Portions of "Earth and Sky" are read or told to the class.

Reading

The purpose is to secure power and independence in thought-getting; fluency in speech; ready appreciation of the various thoughts and emotions, and free, generous expression of them in sweet and natural tones. A definite problem is given in the assignment, which, by means of the details of the text every child must

solve. The children are conscious of no oral task except that of giving their thought freely and easily.

Further familiarity with the sounds presented in the first two grades is acquired and all the difficult equivalents are learned. Special attention is paid to clearness in speaking—the giving of full value to all elements that should be sounded (especially final consonants) that the thought may be clearly revealed. This work is done incidentally.

FIRST TERM.

Lights to Literature, Vol. III.

Cyr's First Reader.

Robinson Crusoe.

Little Wanderers—Morley.

SECOND TERM.

Stepping Stones to Literature, Vol. III.

Grimm's Household Tales.

Nature Study Reader, II—Traeger.

THIRD TERM.

Seven Little Sisters.

Heart of Oak, Vol. II.

Stories in American History.

Geography

FIRST TERM.

Ideas of direction, distance, form, and color. Map of school room drawn to a scale. Purposes of such map. Study of the campus and vicinity. Purpose of the study to acquire a stock of geographical concepts thru sense-perception for interpreting purposes later on. Visits of the class to Sugar Creek at the iron bridge at Main street. View from the cupola of the University. Visit to Miller Park. Discussion in the class. Places visited to be mapped.

SECOND TERM.

Use and convenience of utilities in the village; railroads, telegraph, telephone, postoffice, electric light plant, waterworks, sewers, etc. Notions of the Town Council and Board of Education. Map of village, showing places visited. Relation of the village to the Town of Normal. Interdependence of the farms and villages. Map of town made to a scale, showing village in proper place. Relation of the town to the country, commerce, etc.

THIRD TERM.

Imaginary excursion on the Illinois River. Objects to be noticed. Comparison with similar objects in the home neighborhood. Relation of the County to the State. Productions of the State, dwelling especially on

farming, mining, commerce, etc. Some notions of the State government; comparison with government of Village, Town, and County. Imaginary trip from the State Capital to a few of the leading cities. What those cities are noted for. The use of the chalk and sand table.

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Arithmetic

The instruction follows the topics presented for the various months in the Illinois State Course of Study. This proposes a reasonable facility in addition and subtraction, a knowledge of the multiplication table, in its various forms, and some practice in written multiplication and division. Arithmetical computations are made in connection with other subjects wherever a numerical phase appears. Processes are taught with objects. Exact mathematical language, and accurate, neat written work are required.

Language, Spelling, Writing

Language, spelling, and writing are taught in connection with the other studies, especially geography, literature, and science. These furnish abundant, familiar, and interesting subject matter, and the motive for either oral or written expression. The aim is fluency, freedom, variety. Corrections spring wholly from the child's needs. Thirty or forty short compositions from each child during the year, written, corrected, and copied under the supervision of the teacher.

Special drill hours for writing are devoted to securing good movement and form. In other subjects requiring writing the child is expected to preserve, first of all, good position and movement. Form to be left to time.

Fourth Year

Reading and Literature

In the fourth year the work in reading and the work in literature are combined. This means that the pupil now does in one class what he has hitherto done in two classes. He is given good literature to read, and is led to enter into, enjoy, and make his own the life it embodies. He is led to feel as far as possible, tho, for the

most part unconsciously, the beauty of the artistic form of each piece of literature read. Thru the substance and form alike he gains increase of life and an increased capacity to enjoy good literature. On the other hand he gains in power to give to others what he himself gets from the book. The teacher seeks to remove whatever obstacles physical or mental stand in the way of the pupil's free expression of his thought. By constant attention in connection with the reading and by special word drills he works for correct pronunciation and articulation, fluency of speech, clear, sweet, and natural tones, and a good position of the body in reading. The material provided for the grade is meant to be ample and varied enough to permit choice with reference to the special needs of classes and individuals. Part of it is easy enough to be well within the pupil's already acquired power of getting at the thought and rendering it; and part of it is at once hard enough and interesting enough to stimulate effort and growth.

FIRST TERM.

The Story of Ulysses, Open Sesame, Vol. I.

SECOND TERM.

Stepping Stones to Literature, Vol. IV.

THIRD TERM.

Kingsley's Greek Heroes.

For the three terms the following additional books are to be used for supplementary reading: Whittier's child life in verse; Stevenson's Child's Garden of Verses; Heart of Oak, Vol. III; Lights to Literature, Vol. IV; Fifty Famous Stories Retold; Open Sesame, Vol. I; Seaside and Wayside.

History

Oral presentation from McMurry's Pioneer History Stories, and Montgomery's Beginner's American History.

FIRST TERM.

Marquette and Joliet's voyage. La Salle on the Lakes and in Illinois. Hennepin's voyage on the Upper Mississippi. George Rogers Clark at Kaskaskia and Vincennes. The Fort Dearborn massacre.

SECOND TERM.

Boone as hunter and settler in Kentucky. Lincoln's early life. Robertson and the settlement in Tennessee. Settlement of Marietta and Cincinnati.

THIRD TERM.

La Salle on the Lower Mississippi. Lewis and Clarke on the Missouri. Fremont on the plains and in the mountains. DeSoto's discovery of the Mississippi.

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Nature Study

FALL TERM.

Animals:—The honey bee. Its life history, its work, construction of comb, care of hive, etc.

The locust (so-called grasshopper). Mode of life, food, enemies. Adaptation to surroundings, development.

Preparation of animals for winter, including migration of birds.

Turtle. Peculiarities of form and structure and adaptation.

Plants:—The oak as a type of trees. Its development, mode of life, protection, uses.

The grape, ripened fruit, California vineyards.

Burroughs' "Signs and Seasons."

Hygiene:—Stowell's Primer of Health.

Physical Science

WINTER TERM.

I. Water system of the I. S. N. U.—Source of supply, pump connections, relative pressure at basement and third story, base connections, air-cushions, etc.

II. City water system—Pumping station, gauge, standpipe, laying of mains, connections, cut-offs, fire plugs or hydrants, city fire limits, heating cylinders and water front.

III. City fire department and Bloomington fire department.

IV. City sewer system.

V. Sources of springs, rivers, and well supply. The water plane. Percolation of soil moisture. Conservation and use of soil moisture. (Topic studied by experimental work.)

VI. Study of suction forces and lift-pumps. The siphon. Buoyancy of liquids.

VII. Solution. Substances soluble and insoluble in water. Substances soluble in alcohol but not in water. Heat changes accompanying solution. Effect of temperature upon solubility.

SPRING TERM.

Animals:—The crayfish. Study of the live crayfish, its movements, color protection, enemies, food, development.

Robin, woodpecker, turtle dove.

Plants:—The white pine. Leaves and fruit.

The logging camp. Lumbering.

Review of box elder, maple, birch.

Grape buds and blossoms. Apple and plum, plum blossoms.

Germination of bean, corn, buckeye, walnut, and maple.

Fertilization and the part that insects perform in fertilization.

Hygiene:—As in fall term.

Geography

FIRST TERM.

Analysis of the globe. Comparisons of the two great bodies of land noting resemblances and differences. Continents in each of the hemispheres. Study of the continents, noting resemblances and differences. The continents arranged in twos; in threes. Names and locations of the oceans. Comparison of the oceans. Study of the home continent; boundaries; surface and drainage. Countries in North America. Position of the United States. Number of states and territories. Location of the home state. Position of home county. Review of previous work on home county. Position of the home town. Brief review of previous work on home town. Directions to the teacher. Synthesis. The home town. County. State. The United States. Other countries. The continent. Hemispheres. Oceans. The earth.

SECOND TERM.

Description of the Mississippi Basin. Leading products; natural; cultivated. Position of Illinois in the Basin. Description of the Mississippi River and chief tributaries. Directions to the teacher. Wheat regions of the Northwest. Inter-traffic. Leading wheat markets and how reached. Imaginary excursion on the Mississippi and chief tributaries. Places noted. Interdependence of country and cities. Study of the Mississippi River and principal cities upon it. Yellowstone National Park. Industries of Montana. The Dakotas, Wyoming, Nebraska. Denver, Pike's Peak, Cripple Creek, Colorado parks, sources of the Arkansas and South Platte, Leadville. Irrigation. Kansas City. St. Louis. Inter-course of the people engaged in the various industries. How each contributes to man's comfort and well being.

THIRD TERM.

Basin of the St. Lawrence connected with that of the Mississippi. Lake Superior. Iron and copper. How mined and made into useful articles. Name some of the articles that you have seen. Duluth. Marquette. Commerce of Lake Superior. Strait of Mackinaw. Green Bay. Fox River. Oshkosh. Review about lumbering. Milwaukee. Relation of the manufactures and exports of a city to the products of the country back of it. Chicago and vicinity. Location with reference to home. Peach region of Michigan. Grand Rapids. Capital of Michigan. Review what was said about capital of Illinois. Lumbering in Michigan. Sum-

mer resorts. Outlet of Lake Huron. Tunnel under river. Under what other river did we find tunnels? Why no bridges are built across the rivers that connect the Great Lakes? Detroit. Ann Arbor. Other university towns. Lake Erie. Toledo. Hardwood forests. Use. Cleveland. Manufactures. Commerce. Petroleum. Buffalo. Erie canal. Importance-Niagara River and Falls. Use made of the falls. Canal. Lake Ontario. Rochester. Oswego. Ithaca. University. Toronto. St. Lawrence River. Thousand Islands. Ottawa River and City. Lumbering. Other lumbering centers. Extent of pine belt. Montreal. Quebec. People of Province of Quebec compared with those of Ontario. Name in order the bodies of water through which a vessel would pass in going from Duluth to Quebec. From Buffalo to Chicago, etc. Name some of the probable articles in the cargo in each instance.

Arithmetic for the Year

As provided in the Illinois State Course of Study.

Fifth Year

History

FIRST TERM.

The story of Columbus and the discovery; Magellan and the Pacific; Cortez and the Conquest of Mexico; Ponce De Leon; De Soto.

SECOND TERM.

The story of the Pilgrims at Plymouth; Hudson and his trip up the river; Champlain and his expedition; William Penn.

THIRD TERM.

Sir Walter Raleigh; John Smith in Virginia; The early life of Washington to Braddock's defeat; Fremont crossing the Sierra Nevada.

Geography

FIRST TERM.

The basin of the Ohio River with a few of the principal tributaries and cities. The natural products of the states; their cultivated products. The chief industries of the principal cities; relation of the manufacturing enterprises in the cities to the products of the country tributary to them. The Mississippi Basin from St. Louis to the Gulf. Chief tributaries of the Mississippi River; principal cities of the basin. Irrigation and silver mining in connection with the Arkansas River. Lead and zinc

mining. Cultivation of cotton and other crops. Gulf states and their products, lumber, sugar, oranges, etc.

SECOND TERM.

The natural products of New England. New England as a great manufacturing center. Relation of the surface to agriculture and manufacture. The principal rivers and cities. Manufacturing in the cities; where the raw materials come from. Wherein the profits of manufacturing lie. Commerce, social conditions. Special study of Boston, Lowell, Fall River, Providence, etc. The basin of the Hudson. Special study of New York City.

THIRD TERM.

Watering places along the New Jersey coast; why so many and so prosperous. The basin of the Delaware, with special study of Philadelphia. Anthracite coal region. The basin of the Chesapeake Bay, with study of principal rivers. Chief productions natural and cultivated. The Carolinas. Cotton manufacture. Special study of a few leading cities, such as Washington, Baltimore, Charleston. Railroad trip from Normal to the Pacific coast. Study of the Pacific states with their products, both natural and cultivated. Special study of San Francisco.

Physical Science

Purpose of study of 5th, 6th, and 7th grades.

1. To afford the pupil an opportunity to formulate what he already knows concerning appliances and such products and forces of nature as touch his every day life.

2. To explain in part at least such appliances as are not understood by him, and to give him something of an acquaintance with the nature and sources of the natural products and forces which touch his everyday life.

3. To lead him to realize that a further, deeper study of nature will greatly enrich his life.

4. To lead him to view the natural world in the light of causal sequence.

5. To equip him with some facts and principles which underlie any systematic study of Physical Geography and the Biological Sciences.

FALL TERM.

I. Systems of lighting in common use: Construction of and principles involved in, (1) Incandescent light; (2) Arc light; (3) Kerosene lamp; (4) Gasoline lamp; (5) Gasoline Carburetor; (6) Acetylene lamp.

II. Study of Petroleum, (1) Crude Petroleum, (2) Production, (3) Refinement into commercial products.

III. Coal gas, (1) Manufacture and combustion of coal gas; (2) Kinds or grades of coal: Peat, Lignite, Bituminous, Cannel and Anthracite.

IV. Sources of Coal and Petroleum.

V: Chemistry of combustion. Kindling temperature and burning point.

VI. Application of these facts to lighting studied above.

VII. Brief reference to the history of the production of fire and its influence upon civilization.

WINTER TERM.

Simple experiments in magnetism and static electricity, with Tyndall's six lectures as a guide.

Construction of galvanic cell. Electro-magnets.

Electro-plating.

Physiology—Kellogg.

Nature Study

SPRING TERM.

Animals:—The earthworm; home, food, locomotion, senses, hibernation, etc.

The mole; adaptation to mode of life, food, senses, covering, enemies, injury to sod.

The blackbird; migration, food, nesting, young, eggs, moulting.

The milkweed butterfly; development, chrysalis, food, manner of eating, length of life, color.

Plants:—Hepatica; where found, season, relation to slope, sun, woods.

The spring beauty, underground growth, leaves, succession of flowers, ripening fruit, wintering.

The marsh-marigold, its home and adaptations.

The dandelion, development, dispersal of seeds, height, taste, root, duration.

The wild rose.

Reading and Literature

The general suggestions made for the fourth grade apply here, but the thought tasks assigned are more difficult than before. The children are required to give the author's main thought, to group as well as to recount the parts of the lesson.

The use of the dictionary is begun. The pronunciation and meaning of a part (if there are many) of the unfamiliar words in every lesson are learned and the pupils' knowledge tested by the

use of these words in original sentences. The names of the elementary sounds, and the markings found in Webster's International Dictionary are learned. This work is done in connection with the reading and should be kept subordinate to it. The oral work is the same as for the fourth grade, except that additional emphasis is placed upon gaining the ability to tell the thought clearly and without hesitation. If the articulation is poor, special drill for clearness is given using single words containing difficult combination of sounds and also short sentences.

FIRST TERM.

Hiawatha.

SECOND TERM.

Stepping Stones to Literature. Longfellow's shorter poems.

THIRD TERM.

Gulliver's Travels. Child Life, Whittier.

Supplementary:—Heart of Oak, IV: Open Sesame, I. Lights to Literature, V.

Burton's Historical Reader.

Arithmetic

As outlined for the various months in the Illinois State Course of Study.

Language

It is believed that the proper attitude of the child toward the relation of language and thought can be best served by making the language work incidental. Every exercise of the school is made to contribute to the child's language training by giving him exercise in thinking and by furnishing an incentive to, and an opportunity for, expression. Clearness, accuracy, and ease of expression are believed to result in large measure from clearness, accuracy, and ease in thinking. To this end great stress is laid on the relation of the teacher's questioning to the child's thought and speech.

All studies give opportunity for oral and written composition. The child begins with single sentences in the first grade and passes thru groups of separate sentences in one topic, in the second grade into the paragraphed composition. It is thought that in the first six years the child will become fairly expert in expressing himself connectedly and fairly familiar, thru exercise, with the process of finding and organizing material for a composition. The reaction of

good English in teacher and text-book, on the child thru unconscious imitation, and the correction of errors in English whenever the child makes them, are relied upon to secure good language habits in the child. Mistakes in sentence construction, in word forms and in choice of words, are to be corrected in such a way as to make the child as little conscious of the wrong and as actively conscious of the right as possible. Technical matters such as rules for margins, for capitals, for punctuation, and so on, come to light in connection with the written work. Incidental language work continues thruout the course. In the seventh and eighth grades work in technical grammar and composition is added.

Sixth Year

FIRST TERM.

British America, Danish America, Mexico, Central America, South America, Study of surface, climate, products, industries, governments, and a few cities.

SECOND TERM.

Great Britain; ship-building; manufactures; sources of raw materials; education; historic centers.

France; sericulture; the vine, sugar beet, special study of Paris and a few other cities.

Spain and Portugal; climate; cork oak; merinos.

THIRD TERM.

Germany; the Rhine Valley; Holland and Belgium.

Switzerland, the Alps, glaciers, manufactures.

Italy, cities, antiquities, art treasures.

Scandinavia, lumber, dairying, fishing.

Eastern Europe, characteristic products, peoples.

History

FIRST TERM.

Colonial History:—Massachusetts and Virginia.

New York, Pennsylvania, Maryland.

Biography of Stuyvesant.

SECOND TERM.

Review of Type-Colonics:—Others grouped around the three.
French and Indian war. Biography of Pitt, Montcalm, Franklin.

THIRD TERM.

Mather's History of Illinois.

Science

FALL TERM.

Elementary Astronomy.

The rotation of the star sphere; the poles and equator.
The eclipse and zodiac.—Apparent annual motion of the sun.
Changes in measured noonday altitude, in the length of day and night.
The planets observed.—Changing position.
The autumn constellations, the milky way.
The movements and phases of the moon, its physical condition.
Eclipses.
The general plan of the solar system.

WINTER TERM.

Light, sources, reflection and mirrors.
Refraction, prisms, lenses, real images.
The camera, the eye of the ox.
Physiology and Hygiene—Blaisdell.

SPRING TERM.

Animals.—The salamander, form and modes of locomotion, adaptation to mode of life, development, circulation in gills.

The hawk as a type of bird of prey. Adaptation for catching, killing, and eating birds and mice. Harm done by hawks.

The house fly, habits, food, development, use.

Plants:—The larch and the ash. The trillium and the jack-in-the-pulpit. The life history of the pea. Red clover.

Names of trees on campus.

Reading and Literature

The general aim of the work is unchanged. The work of the lower grades, however, has made it possible by this time for the pupils' enjoyment of literature to be more conscious—they begin to feel the fitness of the expression of the thought, to enjoy beauty and vigor of style as beauty and vigor; to perceive, tho dimly, the relation of the means in the expression to the effect actually produced. The utmost care is used to keep this work from becoming mechanical and artificial.

The work with the dictionary is continued. Drills for clearness in speech such as are suggested for the fifth grade are given here when necessary; but in this grade, if the articulation is distinct, the teacher works for the easy free blending of sounds. The relation of the drill to the expression of the beauty of the thought is made apparent to the class.

FIRST TERM.

A Dog of Flanders. Book of Poetry (Heath & Co.), Open Sesame, II.

SECOND TERM.

The Oregon Trail. Birds and Bees (Burroughs).

THIRD TERM.

Lights to Literature, VI; Stepping Stones, VI; Heart of Oak, IV; Holmes' Poems.

Arithmetic

FIRST TERM.

Review notation, numeration, simple rules. Properties of numbers, factoring, cancellation and straight-line analysis. See State Course of Study, sixth year, first, second, and third months.

During this year the elements of algebraic notation are gradually introduced to express the generalized form of processes and solutions of typical problems.

SECOND TERM.

Fractions—State Course of Study, sixth year, fourth, fifth, and sixth months.

THIRD TERM.

Complex fractions and decimals—State Course of Study, sixth year, seventh and eighth months. The metric system of weights and measures.

Seventh Year

History

FIRST TERM.

Life in the colonies just before the Revolution.

The Revolutionary War—causes; Patrick Henry, Otis and the Adamses.

Campaigns thru Burgoyne's Invasion. Text-book—Montgomery.

Collateral Reading. Seudder's Life of Washington.

Drake's Burgoyne.

SECOND TERM.

The closing campaigns of the Revolution, Franklin, LaFayette. Articles of Confederation. The Philadelphia convention. Adoption of the Constitution.

THIRD TERM.

Hamilton's plans for the new government. The rise of political parties. The Louisiana Purchase. Pioneer life in the west. The cotton-gin and the steamboat. War of 1812.

Geography

FIRST TERM.

The study of Asia, structure, climate, products, peoples, their industries, and civilization.

SECOND TERM.

A similar study of Africa, Australia, the East Indies, and the Isles of the Pacific.

THIRD TERM.

Leading topics in mathematical geography.

The general theory of the winds. Trade Winds and Monsoons.

Tides and Ocean Currents.

Relation of continental relief to rainfall and climate.

Physical Science

FALL TERM.

Elementary meteorology, involving something of a study of the laws and principles governing the mechanics of liquids and gases. The work involves:—

1. Daily observation of the weather conditions. (a) At first mainly non-instrumental, and (b) later, when the reading of the instruments is learned, with fuller instrumental data. This work should finally include barometric pressure, dry and wet-bulb reading, maximum and minimum reading, wind direction and estimated velocity, clouds—amount and kind, precipitation, and the recording of dew-point and relative humidity.

2. In interpreting observations and in explaining instruments, the mechanics of liquid and gases must be experimentally studied.

3. Study of the weather maps, monthly weather reports, and mechanics of Weather Bureau.

4. Keeping of note books. As a guide to the study of theory "About the Weather" should be placed in the hands of the pupils.

WINTER TERM.

Simple machines; work and force; lever. With lever of first-class are developed: (1) Law of equilibrium or moment of force, (2) Mechan-

cal advantage, (3) Efficiency. Levers of the second and third classes. The pulley; inclined plane. The law of machines (conservation of force) should be emphasized. Work and force. Units of force; units of rate of work. Thruout this term the critic teacher sees that the weather indications are observed and interpreted.

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SPRING TERM.

Animals:—A snipe as a type of wading birds; its place and mode of life, bill, feet, food, and general adaptation to surroundings.

A snail; structure, locomotion, senses, protection, food, breathing; keep snails and watch their development. Kinds of snail shells.

Spiders; their mode of life, including spinning, catching food, etc.

Myriapods; how they differ from worms. Compare larvae and worms.

Plants:—Study of spring flowers, leaves and fruits. Classification of plants by means of flora with key. Preparation of small herbarium. Bailey's Elementary Botany is used as a text.

Language Work

1. Incidental as in grades 1-6.

2. Elementary technical work in composition. The child is to be made aware of the fundamental principles of composition and to be drilled in their application. The general line is two-fold: First, the production of compositions, with the study of the process employed; second, the examination of discourse produced by standard authors, to verify the validity and universal character of the principles discovered by the child in his own work.

3. Technical grammar. At the beginning of the 7th year the child enters upon the study of the sentence. He works from the view-point of the thought as determining the sentence, holding the sentence to be truly the expression of the thought. The close interrelation of the topics makes any chronological statement of them misleading. Points that must in an outline be stated successively may develop simultaneously.

Topics: Seventh year. The sentence. Definition, classes (1) as to form and (2) as to use. Principal elements—subject, predicate, copula. Kinds of expression as to meaning—substantive, attribute, relational. Forms of sentence elements—the word, the phrase, the clause. Substantives; forms (word, phrase, clause) uses (1) as principal elements (subject, predicate) and (2) as subordinate elements (appositives, possessive modifiers, and so on);

classes—noun and pronoun. Attributive expressions, their form, uses, and classes. Relational expressions; their form, uses, and classes.

Reading and Literature

The pupils penetrate a little further into the life presented in the literature read, grow a little more conscious of their enjoyment of it, and observe a little more closely the fitness of means to end in the expression. The choice and arrangement of words and details, sentence structure, rhythm, and tone color in every piece read are more and more carefully observed as means to an understanding of the author's thought and feeling and a help in reading. The pupils in these grades are led to realize that the purpose in oral reading is to reveal thought to some one who listens and are encouraged to lend themselves generously to that purpose. Some time is spent in committing and reciting gems from the literature used, and in voluntary reading and recitation as a test of the pupil's ability. The articulation drills are adapted to the thought in the selection and to the needs of the individual pupil.

FALL TERM.

The Man Without a Country. An Introduction to Literature—Lewis.

WINTER TERM.

Julius Cæsar. Lights to Literature, VII.

SPRING TERM.

Heart of Oak, V. Stepping Stones to Literature, VII.

Arithmetic

FIRST TERM.

Percentage and its applications, Profit and Loss, Commission and Brokerage. Stocks and Bonds, Interest, and Stock Investments. Special attention is paid to the study of the lines of business to which percentage is applied.

SECOND TERM.

The banking business; forms of Discount; Exchange. The Illinois Tax System, United States Revenues, Insurance. Equation of Payments.

THIRD TERM.

The Course of Bookkeeping outlined for the seventh year of the Illinois State Course of Study.

Eighth Year

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History

FIRST TERM.

John Quincy Adams; The tariff controversy; Webster; Calhoun and nullification; the development of the West; history and extension of slavery; The Mexican War, and territorial growth; history of political parties to the Civil War.

SECOND TERM.

Leading campaigns of the Civil War; reconstruction and recent history.

THIRD TERM.

Economic Geography and History.

I. Classification of occupations.

II. Value and utility. How each economic worker is striving in some way to create them.

III. Division of labor and organization of industry. Extent to which they are carried; resulting efficiency; widely scattered sources of materials; wide distribution of the product.

IV. Territorial division of labor. The world an industrial community; railroads, canals, steamship lines but graphic representations of economic force.

V. Comparison of the industrial society of to-day with that of earlier days.

VI. Whence comes the necessity for money? Functions of money. Qualities of good money. Our money now. Something of our money history. The money question of '96.

VII. Special study of half a dozen great industries; such as the wheat, the cotton, the lumbering, the iron and steel, the coal industry. In connection with the last two, trusts, labor-unions, strikes, etc., may be touched upon.

VIII. Our chief exports; whither they go. Ship subsidies. Our imports and whence they come. Balance of trade. Protection versus free trade. Other kinds of taxation.

FALL TERM.

Animals:—The clam as a type of mollusks. Mode of life, locomotion, food, protection. Man's use of shell, etc.

The bat, structure and habits.

The "tomato worm" and its development.

The squash bug and giant water bug.

Classification of vertebrates. Tracing in Jordan's Manual. Preserving skins of birds and mammals.

Collection of insects.

Plants.—Continuation of study begun in spring, studying especially fruits and seeds.

Tracing late summer and fall plants. Preparing small herbarium of summer and fall plants.

WINTER TERM.

Physiology. Stowell's Essentials.

Zoology. Continued study of vertebrates; study of opossum, raccoon, rabbit, owl, jay, shrike, woodpeckers, and other winter residents.

SPRING TERM.

Further use of Jordan's Manual. Study of hibernants, squirrels, gophers, moles, snakes, frogs, salamanders, etc. Study of insects. Bring out the fact that classification is based on structure and development.

Plants.—Study of Austrian Pine as type of Gymnosperms (or Scotch Pine).

Systematic study of trees of the campus.

Brief study of some common cryptogams, horsetail, moss, fern, grass, sedge, lichen, toad-stool—puffball, mould, rust.

Additions to herbarium.

Develop idea of basis of classification.

Grammar

1. Each part of speech studied minutely under the following topics: Definition; Classes; Properties; Uses; Modifiers. Comparison with other parts of speech.

2. Idioms.

3. Thought analysis and grammatical analysis of good literature.

Reading and Literature

FIRST TERM.

Tales of a Wayside Inn. An Introduction to Literature—Lewis. Heart of Oak, V.

SECOND TERM.

The Odyssey (Bryant's translation). Stepping Stones to Literature, VIII.

THIRD TERM.

Merchant of Venice. Lights to Literature, VIII.

Arithmetic

FALL TERM.

Lines, angles, triangles, and parallelograms, properties, kinds and measurements, The circle, long measure, weights, coinage, measurement of surfaces, painting, plastering, carpeting, U. S. survey.

Similar figures, principles of ratio and proportion as applied to heights and distances, measurement of reetangular solids as outlined in the eighth year of Illinois State Course of Study for first, second, and third months.

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WINTER TERM.

Making of protractor, properties of regular polygons, equivalent figures, prisms and eylinders, specific gravity, lumber measure, involution and evolution, the right triangle, as outlined in the Illinois State Course of Study for the fourth, fifth, and sixth months.

SPRING TERM.

Pyramids, cones, frustums, the sphere.

Longitude and time, the ealendar.

Compound interest, annuities, bond investments, and life insurancee.

Music

General Direction for all Grades

I. Require erect position of body in all singing; permit no loud singing, especially on low notes where the tendency to produce harsh tones is greatest.

II. Exercises in tone and time tests should be given in all grades.

III. Written lessons, direction for which are given monthly by the supervisor, should be given from time to time in all grades above the first.

IV. Individual singing is to be encouraged in all grades.*

V. Accurate pitch is very necessary at all times when pupils sing. A liberal use of the pitch-pipe is therefore urged.*

FIRST YEAR.

(a) Songs learned by imitation.

(b) Fundamental elements, such as the scale, simple scale sue-
cessions, and intervals, together with different rhythmic move-
ments deduced from the song. The books used: A Primer of
Voecal Music, Modern Music Series—in the hands of the teachers.

SECOND YEAR.

- (a) Many of the songs of the first year recalled and sung with closer observation of elements. Additional songs of a character that will admit of similar tonal and rhythmic observation, the preliminary training for sight-reading.
- (b) Sight-reading thru the use of the simplest and most interesting songs and studies.
- (c) Song-singing as pure imitative work thruout the year. The book used: A Primer of Vocal Music—in the hands of the pupils.

THIRD YEAR.

ROTE SONGS. Teach two rote (imitation) songs each month. The teacher sings *for* and not *with* the class.

TUNE. (a) Scale drill and practice in tone relations.

(b) Dictate by twos, threes, fours, and fives, e. g., "sing 1, 3, 5, 3, 1."

(c) Prepare for and illustrate difficult intervals in advance of each reading lesson.

TIME. (a) Give constant attention, in reading, to developing and strengthening the pupil's sense of rhythm.

(b) Give special care to the preparation for every new form of measure.

TECHNIQUE. (a) *Nomenclature.* (1) Scale names, 1, 2, 3, etc. (Lay stress on these as being the names which suggest scale relations.) (2) Singing names (or syllables) do, re, mi, etc., alternating with single or neutral syllables, law, loo, lo, etc.

(b) *Notation.* (1) Notation should be employed to *picture distinct mental objects*, previously established. (2) If the teacher gives the correct names to signs as they occur in the lessons, children will, in this incidental way, gradually become familiar with them.

(c) *Voice Training.* (1) Require erect, natural position of body. (2) Seek distinct articulation and purity and vitality of tone. (3) Seek in lower tones of the voice the quality which comes naturally in upper tones when the pupil sings softly.

TEXT-BOOK. First Reader, Part I, Normal Music Course.

FOURTH YEAR.

TUNE. (a) Review advanced interval work as suggested under "Third Grade."

(b) Chromatics. (1) Sharps approached from *above*; sharp-four also approached from *below*. (2) Flat-seven approached from *above* and *below*.

- (c) Continued and constant practice in reading. (See "Text-Book and Materials.") *Illinois State Normal University*
- (d) Develop two-voice work, giving special care to the voices.

TIME. (a) Take up six-part measure.

- (b) Take up divided pulsations (two sounds to the pulsation, and one and one-half pulsations) with representation of the same.

TECHNIQUE. (a) Teach the pitch-names of scale tones.

- (b) Teach more definitely keys and time signatures.

- (c) All possible attention should be given to carrying out the suggestions already made concerning voice culture.

TEXT-BOOK AND MATERIALS. Second Series of Charts. First Reader, Parts II, III, IV, Normal Music Course.

FIFTH YEAR.

TUNE. (a) Continue development of two-voice work.

- (b) Continue study of chromatic tones.

TIME. (a) Review time problems given under "Fourth Year."

- (b) Take up and represent the rested half pulsation.

- (c) Four sounds to the pulsation.

- (d) Three sounds to the pulsation.

- (e) Syncopation.

- (f) Various fractional divisions of pulsation.

TECHNIQUE. (a) Apply the principles suggested above to the work of the Second Reader, Part I.

- (b) In this grade, the positions of the letters, signatures, notes, rests, etc., should be carefully reviewed and a distinct knowledge of them firmly established.

TEXTS. Second Series of Charts. Second Reader, Part I and II, Normal Music Course.

SIXTH YEAR.

TUNE. (a) Continue work in chromatic tones.

- (1) Sharps from above and below.

- (2) Flats from below and above.

- (b) Take up for study the three forms of the Minor Scale.

TIME. Review the time problems suggested under "Fifth Grade," (b), (c), (d), (e), (f).

TECHNIQUE. (a) As provided for in the text-book named below, for the working out of the above problems.

- (b) Insure familiarity both *practically* and *theoretically* with all forms of notation heretofore used.

TEXT-BOOK. Second Reader, Part I and II, Normal Music Course.

SEVENTH YEAR.

- TUNE. (a) Develop three-voice work, giving special care to the voices.
(b) Review the Minor scale.
(c) Review chromatic tones as given under "Sixth Grade," and pursue more advanced work.
- TIME. There should be occasional systematic review of all time problems.
- TECHNIQUE. Pupils should now have acquired the skill necessary for solving all the problems found in the work in this grade, but minute drill on points still difficult must not be neglected.
- TEXT-BOOK. Second Reader, Part II (including three-voice work in Treble Clef) Normal Music Course.

EIGHTH YEAR.

- TUNE. (a) Constant, careful work must be done in preparing pupils for different problems which will occur in each succeeding lesson.
(b) Review chromatics.
(c) Review the Minor Scale.
(d) The study of intervals applied to Diatonic and Chromatic modulation.
- TIME. See suggestions under "Seventh Grade."
- TECHNIQUE. See suggestions under "Seventh Grade."
- TEXT-BOOK. Introductory Third Reader, and Second Reader, Part II (Bass Clef work), Normal Music Course.

HIGH SCHOOL.

General Class Work.

Note: A more detailed outline of work will be furnished from time to time, by the supervisor.

STUDENTS.

GRADUATING CLASS.

<i>Names</i>	<i>County</i>	<i>Postoffice</i>
Beeler, Bernice Gertrude.....	McLean	Bloomington
Berry, Willis Elma.....	Pike	Pleasant Hill
Bond, Ida Wendover	Jefferson	Mt. Vernon
Breining, Minnie	LaSalle	Peru
Briggle, Bessie Sarah.....	Schuyler	Rushville
Briggs, Josephine Amelia.....	Tazewell	Delavan
Burlingame, Ida May.....	Tazewell	Delavan
Champion, Myrtle Marie.....	McLean	Normal
Clark, Ada Belle	McLean	Bloomington
Corson, Estelle Pearl.....	McLean	Normal
Crouch, Virginia Frances.....	Henderson	Kirkwood
David, Ruth Anna.....	Fulton	Ipava
Dawson, Dula Mae.....	McLean	Weston
Divan, Worthy Jeane.....	Macon	Decatur
Dixon, Florence Dorothea.....	Livingston	Pontiac
Eaton, Della Mae.....	Macon	Decatur
Eaton, Hattie May.....	McLean	Normal
Edmunds, Lucy Elizabeth.....	McLean	Normal
Erbes, Clara	Marion	Centralia
Estee, Lula May.....	Ford	Gibson City
Fletcher, Frances Roxana.....	Iroquois	Onarga
Fontaine, Rosilda Josephine.....	Kankakee	Momenee
Foreman, Anna	Morgan	Jacksonville
Gay, Mary Louise.....	Pike	Rockport
Green, Ethel Magnolia.....	White	Morris City
Gvillo, May	Madison	Fosterburg
Hallock, Minnie Julina.....	Stark	Osceola
Hamilton, Ethel Rowena.....	McLean	Bloomington
Hitchcock, Elizabeth	McLean	Normal
Hollstein, Hulda	Will	Frankfort Station
Huntington, Daisy Bell.....	Henry	Geneseo
Johnson, Eugenia	McLean	Bloomington
Johnston, Gertrude Maude.....	Arkansas (State).....	Fort Smith
Kinne, Evelyn Lovenia.....	McLean	Bloomington
Le Sturgeon, Estella May.....	Marion	Centralia
Lindsey, Lucy Lenora.....	Tazewell	Lilly
Marks, Sarah Ann.....	Winnebago	Pecatonica

<i>Students' Names, County and Postoffice</i>	<i>Names</i>	<i>County</i>	<i>Postoffice</i>
	Moore, Katherine Anna.....	LaSalle	Lostant
	Morse, Clara Louise.....	Clinton	Carlyle
	Odell, Anna Laura.....	Coles	Oakland
	Paisley, Elsie	Montgomery	Hillsboro
	Penstone, Clara Maude.....	Pike	Pittsfield
	Picken, Mae Evangeline.....	Winnebago	Rockford
	Proctor, Norma Anna.....	McLean	Normal
	Rambo, Jessie Eulalia.....	Knox	Maquon
	Reitzell, Blanche Ada.....	Stephenson	Freeport
	Renich, Mary Emma.....	McHenry	Woodstock
	Renshaw, Elizabeth	McLean	Normal
	Robinson, Emma E. L.....	McLean	Normal
	Robinson, Minnie Louise.....	McLean	Bloomington
	Schilling, Margaret Wilhelmina....	Stephenson	Freeport
	Simeral, Isabel	McLean	Bloomington
	Simmons, Jessie Josephine.....	Hancock	Joetta
	Sleeper, Susannah Margaret.....	Texas (State)	Waco
	Sparks, Carrie Rose.....	Schuyler	Rushville
	Stapleton, Bernice Ethel.....	McLean	Bloomington
	Stephenson, Anna M.....	McLean	Bloomington
	Strauss, Mabel Katilda.....	Adams	Quincy
	Tregellas, Effie A. L.....	Fullton	Astoria
	Vail, Harriet Belle	Kane	Elgin
	Voigt, Irma E.....	Adams	Quincy
	Webster, Nellie Grace.....	Iroquois	Woodland
	Weldon, Margaret Rosalind.....	McLean	Normal
	Wilson, Bertha Gerish.....	Pike	Griggsville
	Barger, Thomas Morse.....	McLean	Normal
	Bassler, Herman John.....	Macon	Forsyth
	Damman, Edwin	Woodford	Secor
	Downey, Elzy Franklin.....	Putnam	Magnolia
	Johnson, John Thomas.....	Perry	DuQuoin
	Jones, Walter Royal.....	Kankakee	Kankakee
	Kern, John Winfred.....	Moultrie	Gays
	Kofoid, Reuben	McLean	Normal
	Kummer, William Henry.....	McLean	Bloomington
	Lebegue, Julius Victor.....	Madison	Highland
	McDuffee, Ervin L.....	Clay	Flora
	McFarland, Will Johnson.....	Greene	Carrollton
	Naffziger, Simon Edward.....	Tazewell	Minier
	Oathout, Charles Hubert.....	Iroquois	Loda
	Ropp, Irwin	McLean	Normal
	Selby, Richard E.....	Piatt	Cerro Gordo
	Waggoner, Harry Dwight.....	Madison	Godfrey
	Wickersham, Ellis Bert.....	Warren	Roseville

TWO-YEAR COURSE.

Illinois
State Normal
University

Students who have completed one year's work or more,
but not two years'.

<i>Names</i>	<i>County</i>	<i>Postoffice</i>
Allen, Georgia	Clinton	Carlyle
Angle, Myrtle Louise	(Missouri)	Louisiana
Armstrong, Josephine Rae.....	McLean	Bloomington
Barber, Ethel May.....	Stephenson	Freeport
Beedle, Gertrude Cordelia.....	Will	Wilton Centre
Bliss, Jessie	Richland	Olney
Boling, Minnie Pearl	McLean	Normal
Bonnell, Sarah Frances.....	Christian	Taylorville
Bremer, Anna	Ford	Paxton
Christy, Mary Edith.....	McLean	Bloomington
Colvin, Maud Evangeline.....	McLean	Normal
Costello, Kate Mae.....	McLean	Bloomington
Crissey, Helen Angenette.....	Greene	Roodhouse
Foster, Esther Browning.....	McLean	Normal
Gifford, May	Kankakee	Kankakee
Godeke, Etta	Richland	Olney
Heritage, Christina	McLean	Bloomington
Holder, Julia Montrose.....	McLean	Bloomington
Jacobs, Agnes Hedwig.....	Tazewell	Pekin
Johnston, Clara Irene.....	Schuyler	Rushville
Lavery, Ellen Blanche.....	Kankakee	Kankakee
Merker, Minerva	Macon	Maroa
Moynihan, Lauretta	Cook	Chicago
Rohm, Gertrude Ellis.....	DeWitt	Clinton
Smith, Charlotte Hazel	Cook	Chicago
Smith, Eva Dorcas.....	McLean	Bloomington
Snow, Vera May.....	McLean	Bloomington
Speneer, Lida	Douglas	Arcola
Steele, May Knight.....	McLean	Bloomington
Swanson, Jennie	Henry	Cambridge
Trautman, Bertha	Macon	Decatur
Wallace, Maude B.....	Macon	Decatur
Youngman, Luey	McLean	Bloomington
Zimmermann, Alyda E.....	Tazewell	Pekin
Gash, Charles Milburn.....	McDonough	Macomb
Ingle, Arthur L.....	Woodford	Washburn
Wickersham, Clarence Edmund.....	Warren	Roseville

Students'
times, County
and Postoffice

Students who have completed less than one year's work
in the two-year course.

<i>Names</i>	<i>County</i>	<i>Postoffice</i>
Barris, Annie Grace.....	Scott	Winchester
Bennett, Grace Mae.....	Vermilion	Rossville
Braeutigam, Annie Mary.....	St. Clair	Belleville
Cox, Margaret Agnes.....	Ford	Gibson City
Gordon, Ethel	Macon	Decatur
Hamilton, Florence Margaret.....	Vermilion	Rankin
Harvey, Swann Adele	McLean	Bloomington
Hoyland, Lulu Blanche.....	Macon	Decatur
Ingham, Anna Mary.....	Macon	Bullardville
Keller, Lena	McLean	Normal
McBride, Mabel Eliza.....	Vermilion	Hoopeston
Masters, Laura Alberta.....	Cook	Chicago
Matheny, Elizabeth	McLean	Normal
O'Neil, Agnes K.....	McLean	Bloomington
O'Rourke, Margaret Cecilia.....	McLean	Bloomington
Patterson, Dorothy	Macon	Macon
Persinger, Elizabeth	McDonough	Bushnell
Peters, Susie Louise	Macon	Decatur
Ramsey, Mattie	LaSalle	LaSalle
Service, Caroline B.....	Cook	Chicago
Simonson, Ida Louise	Cook	Chicago
Smith, Edith Vincent	McLean	Bloomington
Walt, Elizabeth Geraldine.....	Kane	Batavia
Weimar, Anna Magdaline.....	Cook	Chicago
Wilcox, Alda Lenore.....	McLean	Bloomington
Wright, Mary Katherine.....	Coles	Mattoon
Bonnell, Charles Hinman.....	Christian	Owaneco
Dixon, Herbert H.....	Livingston	Pontiac
Flynn, Maurice Taylor.....	McLean	Bloomington
Kendall, George Brophy.....	Adams	Fairweather

THREE-YEAR COURSE.

Students who have completed two years' work or more,
but not three years'.

<i>Names</i>	<i>County</i>	<i>Postoffice</i>
Allen, Mary Elizabeth.....	Marshall	Wenona
Allen, Mary Wilson.....	Shelby	Oconee
Barber, Carrie Louise.....	Grundy	Gardner
Bosworth, Lucy Adelia.....	Cook	Chicago
Campbell, Clara	Hancock	Denver

<i>Names</i>	<i>County</i>	<i>Postoffice</i>	<i>Illinois</i>
Carroll, Florence Elizabeth.....	Stephenson	Freeport	State Norm
Caughey, Florence Gertrude.....	Rock Island	Orion	University
Dace, Frances Louella.....	Schuyler	Rushville	
Damman, Mary Alice.....	Woodford	Secor	
Denham, Isla Pearl.....	McLean	Bloomington	
Duerkop, Bertha Katherine.....	Hancock	Sutter	
Duncan, Dora Susana.....	Piatt	Lintner	
Dunlap, Elizabeth Jane.....	Livingston	Blackstone	
Gibson, Anna Lucile.....	Randolph	Sparta	
Gilmer, Lucy Walker.....	Peoria	Peoria	
Griffith, Mabel Frances.....	Vermilion	Rankin	
Griggs, Adah Hamilton.....	McLean	Normal	
Harris, Emma	Madison	Formosa	
Hazen, Minnie	Woodford	El Paso	
Herrington, Cora Elizabeth.....	McLean	Bloomington	
Humphrey, Delphine	Woodford	Minonk	
Iliff, Maude	McLean	Normal	
Jennings, Margaret Prothero.....	McLean	Saybrook	
Leber, Emma Anna.....	St. Clair	East St. Louis	
Leigh, Helen.....	Marshall	La Prairie Center	
Litchfield, Althea Louise.....	Livingston	Flanagan	
McCall, Ada Victoria	Johnson	Vienna	
Mateer, Lucy Jane.....	Marshall	Henry	
Mau, Dora Emma.....	Bureau	Walnut	
Nollen, Nell Alma.....	Logan	Atlanta	
Page, Elizabeth Maria.....	Macoupin	Girard	
Pfeil, Esther	Cass	Arenzville	
Savage, Ella Grace	Pike	Griggsville	
Skinner, Daisy Adelia	McLean	Hudson	
Skinner, Edna Mae.....	McLean	Normal	
Sullivan, Elizabeth Dominica.....	McLean	Bloomington	
Troxel, Daisy Agnes.....	McLean	Normal	
Waldron, Frances	Tazewell	Decavan	
Wasson, Ellen Frances.....	Edgar	Chrisman	
Worley, Lucy	McLean	Normal	
Benson, Leroy	Fulton	Lewistown	
De Long, Howard Weston.....	Woodford	Washburn	
Dickerson, John Mercer	Jasper	West Liberty	
Francis, Charles Henry.....	LaSalle	Tonica	
Lafferty, George	Mercer	Norwood	
Murphy, Alvin	Woodford	Cazenovia	
Perkins, Orville Benton.....	Warren	Roseville	
Sinnett, Thomas P.....	Iroquois	Crescent City	
Stauter, George Henry.....	Woodford	Washburn	
Watrous, Edward Palmer.....	Peoria	Mapleton	

*Students'
Names, County
and Postoffice*

Students who have completed one year's work or more,
but not two years' work in the three-year course.

<i>Names</i>	<i>County</i>	<i>Postoffice</i>
Altevogt, Anna Louise	McLean	Normal
Barnard, Ada Arvesta.....	McLean	Normal
Bevan, Louella	McLean	Bloomington
Burke, Daisy Margaret.....	McLean	Bloomington
Case, Flora Margaret.....	Peoria	Dunlap
Conklin, Ruby Florence.....	Logan	Atlanta
Crawford, Agnes Amelia.....	Kankakee	Kankakee
Crewes, Florence Jessie.....	McLean	Normal
Dole, Ethel Mary.....	Kankakee	Manteno
Fessler, Bertha Mae.....	Grundy	Morris
Fleener, Grace Byrdee.....	McLean	Normal
Fleischer, Ella Louise.....	McLean	Normal
Gilbert, Lorena Clare.....	McLean	Normal
Glessing, Dorothea May.....	Woodford	El Paso
Hall, Mamie Estelle.....	Mercer	Keithsburg
Hazen, Alice Louise.....	Woodford	El Paso
Hickey, Esther	Bureau	Walnut
Hitch, Hattie Marguerite.....	McLean	Hudson
Hofmann, Flora Elizabeth.....	DeWitt	Clinton
Howe, Pearl Marie.....	Piatt	Mansfield
Hungerford, Lora Roberts.....	Iroquois	Loda
Johnson, Elsie Elvira.....	Warren	Cameron
Johnston, Alice H.....	Schuyler	Rushville
Lewis, Adelaide Belle.....	Ford	Piper City
Loftus, Hannah Nora.....	LaSalle	Rutland
McKee, Mrs. Maude.....	Champaign	Mahomet
Mann, Isabelle	Putnam	Magnolia
Newcomb, Vauna Anna	Ford	Elliott
Opperman, Mary Caroline	Livingston	Cullom
Sager, Blanche	McLean	Hudson
Sands, Mariam Allamon.....	Tazewell	Hopedale
Seed, Winnie Belle.....	Lawrence	Bridgeport
Sloneker, Dora Berthenia.....	Stark	Toulon
Smith, Laura Christine.....	Douglas	Tuscola
Smith, Lulu Kincaid.....	Douglas	Tuscola
Snedeker, Carrie Olive.....	McLean	Normal
Stratton, Ida Belle.....	Kankakee	Momence
Swain, Ophelia Gertrude.....	Franklin	Benton
Tuthill, Helen	McLean	LeRoy
Van Meter, Edna Helen.....	McLean	Bloomington
Arras, John, Jr.....	St. Clair	Freeburg
Boslough, Clarence Roy.....	LaSalle	Troy Grove
Cannon, Clyde Oliver.....	Woodford	Secor

<i>Names</i>	<i>County</i>	<i>Postoffice</i>	<i>Illinois</i>
Jeffries, William Jardell.....	Livingston	Campus	State Normal
Newton, Abe Mark.....	Fulton	Cuba	University
Shaw, Lou Trell.....	Lawrence	Sumner	
Sheffler, William Whitmer.....	Shelby	Prairie Home	
Van Deventer, Ralph Fielding.....	Iowa (State).....	Martinsburg	
Wright, John Byron.....	Cass	Ashland	

Students who have completed less than one year's work in the three-year course.

<i>Names</i>	<i>County</i>	<i>Postoffice</i>
Abbott, Orpha Justine.....	Schuyler	Rushville
Anderson, Alta Mae.....	Woodford	Benson
Andrews, Agnes June.....	Ford	Piper City
Archibald, Charity Paulina.....	St. Clair	Freeburg
Be Vier, Maud Mertle.....	Cass	Chandlerville
Bloes, Anna Barbara.....	Logan	Lincoln
Blome, Nora Elizabeth.....	Du Page.....	Downer's Grove
Blount, Chloe Reed.....	McLean	Bloomington
Briggs, Alma Faye.....	Tazewell	Minier
Brubaker, Nettie Pearl.....	Woodford	Benson
Byerly, Edna Gertrude.....	Logan	Lincoln
Casteel, Gertrude	Moultrie	Williamsburg
Clarke, Daisy Ward.....	Pope	Goleonda
Clithero, Iona J.....	Grundy	Mazon
Coith, Clara Louise.....	McLean	Normal
Corney, Fannie Evelyn.....	Peoria	Princeville
Cowden, Jessie Elizabeth.....	Henderson	Biggsville
Davis, Flossie.....	Macon	Warrensburg
Davis, Rosa Evelyn.....	McLean	Normal
Dillon, Anna May.....	Iroquois	Sheldon
Drake, Lucie Mae.....	Tazewell	Green Valley
Du Buis, Frances Mae.....	Peoria	Peoria
Edmonston, Blanche.....	McLean	Towanda
Etzen, Grace Dorothy.....	Mason	Teheran
Fletcher, Patsy.....	Sangamon	Buffalo
Gardner, Cornelia	Moultrie	Sullivan
Germann, Amelia Elizabeth.....	St. Clair	East St. Louis
Griffith, Charlotte Mayon.....	Vermilion	Rankin
Haeuber, Anna Louise.....	St. Clair	Freeburg
Harden, Blanche Clotilde.....	Madison	Alton
Harned, Mrs. Mary C.....	Woodford	Secor
Heber, Emelie Pauline.....	St. Clair	Belleville
Hester, Kate Annette.....	McLean	Colfax
Holmes, Alberta.....	Jefferson	Dahlgren
Houck, L. Grace.....	McDonough	Tennessee

<i>Students' Names, County and Postoffice</i>	<i>Name</i>	<i>County</i>	<i>Postoffice</i>
	Humphrey, Jessie	McLean	Normal
	Hursey, Elizabeth Cecilia.....	McLean	Bloomington
	Johnston, Jennie	McLean	Normal
	Kaiser, Lena Cordelia.....	LaSalle	Tonica
	Kelley, Eva Frances.....	St. Clair	East St. Louis
	Kleinau, Elizabeth Caroline.....	McLean	Bloomington
	Kuhl, Bessie Agnes.....	Shelby	Windsor
	Lamont, Clara Esther.....	McLean	Leroy
	Le Grand, Martha Lucinda.....	St. Clair	Freeburg
	Leonard, Iva Maude.....	Mason	Poplar City
	Locke, Lillian Ruby.....	McLean	Normal
	Lyons, Mamie Marcellus.....	McLean	Bloomington
	McCracken, Eula Moreen.....	Macon	Warrensburg
	McDonald, Blanche May.....	Iroquois	Buckley
	McDonnell, Mary Winifred.....	McLean	Bloomington
	McDonnell, Sarah Veroncia.....	McLean	Bloomington
	Metcalf, Cora	Sangamon	Mechanicsburg
	Neiman, Leonia Beatrice	Macon	Warrensburg
	Neutzling, Amelia Celia.....	St. Clair	Belleville
	Outlaw, Grace Pearl.....	McLean	Stanford
	Pemberton, Myrtle Edith.....	Livingston	Pontiac
	Phillips, Novella	Ford	Melvin
	Pollock, Mrs. Jessie.....	Pike	Nebo
	Pugh, Kathryn Esther.....	Mason	Mason City
	Rauth, Catherine Elizabeth.....	St. Clair	Belleville
	Redmond, Maude Mabel.....	Champaign	Ivesdale
	Rinehart, Grace Darling.....	Piatt	DeLand
	Robinson, Maude	Schuyler	Huntsville
	Rugh, Kathryn Edna.....	Cass	Beardstown
	Scheib, Laura	Christian	Edinburg
	Schureman, Elsie Mae.....	Tazewell	Green Valley
	Shinkle, Alice Griffith.....	McLean	Normal
	Sidwell, Bertha	Pike	Nebo
	Stewart, Blanche	McLean	Bloomington
	Sunderman, Mabel	Cass	Beardstown
	Thomas, Hannah True.....	St. Clair	Belleville
	Tracey, Kathryn Cecilia.....	Marshall	Toluca
	Turnbull, Henrietta	Warren	Monmouth
	Wagner, Agnes Angeline.....	Adams	Payson
	Watrous, Kathryn	Peoria	Mapleton
	Wenner, Cecile	Jo Daviess	Elizabeth
	Wheat, Marion	Schuyler	Littleton
	Williams, Isabelle Carrie.....	McLean	Bloomington
	Berry, Solomon	Christian	Grove City
	Burgess, Harry	LaSalle	Tonica

<i>Names</i>	<i>County</i>	<i>Postoffice</i>	<i>Illinois</i>
De Long, Carl Logan.....	Calhoun	Gilead	State Nor.
Freeman, Edward Samuel.....	Marshall	Varna	University
Hartman, Harrison Holmes.....	St. Clair	Freeburg	
Johnson, Joseph Marshall.....	McLean	Normal	
Jones, Donald Maurice.....	Kankakee	Kankakee	
Jones, Harry Bernard.....	Kankakee	Kankakee	
Julian, Joseph Miller.....	Macon	Blue Mound	
Liberty, Henry Louis.....	Will	Channahon	
Peabody, Nelson Leroy.....	Woodford	Washburn	
Smith, Ben L.....	Tazewell	Mackinaw	
Telford, Fred	Macon	Oakley	
Wright, Will Alvy.....	Cass	Ashland	

FOUR-YEAR COURSE.

Students who have completed three years' work or more,
but not four years.'

<i>Name</i>	<i>County</i>	<i>Postoffice</i>
Bechstein, Mamie Louisa.....	Will	Mokena
Denning, Bertha Elizabeth	Peoria	Elmwood
Fairfield, Maude	McLean	Normal
Klotz, Matilda	Perry	Pinckneyville
Mohr, Esther Cook	Livingston	Dwight
Webster, Roy Franklin.....	Montgomery	Nokomis

Students who have completed two years' work or more,
but not three years,' in the four-year course.

<i>Name</i>	<i>County</i>	<i>Postoffice</i>
Bass, Frances Elizabeth.....	McLean	Bloomington
Broadhead, Lemma Cornelia.....	McLean	Normal
Bullock, Agnes Irene.....	Woodford	El Paso
Colvin, Grace Stella.....	McLean	Normal
Crum, Alma Maria.....	Mason	Easton
Fischer, Clara D.....	Tazewell	East Peoria
Nickel, Lillian Victoria.....	McLean	Chenoa
Pollock, Alice	Pike	Nebo
Thorpe, Luella May.....	McLean	Normal
Tobey, Marion Gertrude.....	Kankakee	Herscher
Trowbridge, Myrtle Mae.....	Tazewell	Green Valley

<i>Students' County Postoffice</i>	<i>Names</i>	<i>County</i>	<i>Postoffice</i>
	Conyers, Chester Arthur.....	Cass	Newmansville
	James, Roy	McLean	Normal
	Pierce, John Elmer.....	McLean	Normal
	Steagall, John Roscoe.....	Pope	Golconda
	Stuckey, Leo.....	McLean	Hudson
	Wolgamott, Robert Blaine.....	Peoria	Glasford

Students who have completed one year's work or more,
but not two years,' in the four-year course.

<i>Name</i>	<i>County</i>	<i>Postoffice</i>
Bowman, Elizabeth Enola	Pike	Pleasant Hill
Boyd, Clara	Sangamon	Illioopolis
Burtis, Altha	McLean	Hudson
Carlson, Clara	McLean	Bloomington
Casey Grace	McLean	Bloomington
Conyers, Birdie Ann.....	Cass	Newmansville
Davis, Nell Ethel	McLean	Normal
Deterding, Elta	Morgan	Concord
Dobson, Pearl Evelyn	McLean	Bloomington
Duerkop, Sophia Wilhelmina.....	Hancock	Sutter
Gildersleeve, Mary Elsie.....	McLean	Hudson
Gray, Edna Blackburn.....	Christian	Blue Mound
Gregory, Mary Agatha.....	McLean	Bloomington
Harned, Cora Mabel	Woodford	Secor
Helgeland, Hattie Tilda.....	Ford	Elliott
Hess, Mabel Clare.....	Pike	Pearl
Hiles, Rosa	Jasper	Hunt
Hollis, Anna Elizabeth.....	McLean	Bloomington
James, Blanche	McLean	Normal
Johnston, Olive.....	Schuyler	Rushville
Jones, Mrs. Latona May.....	Livingston	Pontiac
McClintock, Maude Alice.....	Tazewell	Green Valley
Marshall, May	McLean	Normal
Marti, Clara May.....	Will	Mokena
Mizelle, Florence Agnes.....	Warren	Cameron
Myers, Lucy Ellen Ruth.....	Tazewell	Tazewell
Pollock, Nellie	Pike	Nebo
Richards, Frances Rebecca.....	Cook	Evanston
Rinehart, Nellie Florence.....	McLean	Normal
Simmons, Minnie Katherine.....	Hancock	Joetta
Smith, Grace Almeada.....	Warren	Cameron
Stocker, Clara	Madison	Highland
Struve, Emma Cecilia.....	Will	Beecher
Waddington, Mattie Elizabeth.....	Champaign	Fisher
Barton, William J.....	Pike	Pleasant Hill

<i>Names</i>	<i>County</i>	<i>Postoffice</i>	<i>Illinois</i>
Burtis, Ira E.....	McLean	Hudson	State Normal
Cottingham, Wirt	Peoria	Eden	University
Gray, Francis	Christian	Blue Mound	
Lengfelder, Louis L.....	Jefferson	Mt. Vernon	
Marshall, Fred Lewis.....	McLean	Normal	
Ortman, Elmer John.....	Iroquois	Martinton	
Porter, Marion Guy.....	Mason	Mason City	
Webster, Robert Bethel.....	Iroquois	Woodland	
Williams, Charles	Sangamon	Illio polis	
Williams, Elijah	Marion	Omega	
Williams, James Ora.....	McLean	Bellevue	

Students who have completed less than one year's work in the four-year course.

<i>Names</i>	<i>County</i>	<i>Postoffice</i>
Adreon, Jennie Belle.....	McLean	Lexington
Barnes, Daisy Elinora.....	Mason	Forest City
Barnes, Pearl Lenor.....	Mason	Forest City
Baxter, Corma	Schuyler	Huntsville
Bechstein, Alice	Will	Mokena
Bennett, Stella Fern.....	Livingston	Chatsworth
Browne, Grace Christena.....	McLean	Normal
Burtis, Cleo Frances.....	McLean	Hudson
Carter, Helen Independence.....	LaSalle	Grand Rapids
Casteel, Mary	Moultrie	Williamsburg
Coith, Edna Florence.....	McLean	Normal
Conyers, Ella	Cass	Newmansville
Cooper, Daisy Frances.....	Ford	Elliott
Cox, Alice Gertrude.....	DeWitt	Clinton
Cropper, Mabel May.....	McLean	Bloomington
Cryer, Mae	McLean	Yuton
Danforth, Josephine Frances.....	Warren	Cameron
Dawson, Nora May.....	Menard	Petersburg
Egan, Katie	LaSalle	Garfield
Ermeling, Katie May.....	Mason	Poplar City
Ferguson, Lulu May.....	Adams	Quincy
Fleming, Julie Elizabeth.....	McLean	Merna
Floyd, Emma May.....	Logan	Emden
Forney, Cora Belle.....	McLean	Hudson
Fornoff, Anna Louise.....	Tazewell	Pekin
Gardner, Sadie Belle.....	Logan	Beason
Gragg, Anna Bertha.....	Tazewell	Morton
Gray, Stella Bernice.....	Schuyler	Brooklyn
Gregory, Pearl	McLean	Normal
Harris, Edith Elva.....	McLean	Ellsworth

<i>Students'</i>	<i>Names</i>	<i>County</i>	<i>Postoffice</i>
<i>Ames, County</i>	Helbig, Alice Louisa.....	<i>McLean</i>	<i>Normal</i>
<i>2nd Postoffice</i>	Hill, Beulah May.....	<i>Ford</i>	<i>Perdue</i>
	Hirsch, Amelia Ann.....	<i>Madison</i>	<i>Highland</i>
	Holford, Mary Emma.....	<i>McLean</i>	<i>Normal</i>
	Hougham, Edith.....	<i>McLean</i>	<i>Bloomington</i>
	Izatt, Beatrice Mae.....	<i>McLean</i>	<i>Bloomington</i>
	James, Laura Frances.....	<i>McLean</i>	<i>Normal</i>
	Kneass, Annie Laurie.....	<i>McLean</i>	<i>Normal</i>
	Kneass, Ellen Louise.....	<i>McLean</i>	<i>Normal</i>
	Koehler, Lillian Grace.....	<i>McLean</i>	<i>Normal</i>
	Laux, Anna Mary.....	<i>St. Clair</i>	<i>Mascoutah</i>
	Lott, Zella Mae.....	<i>(Iowa)</i>	<i>Freemont</i>
	McKenzie, Anna Verena.....	<i>(New York)</i>	<i>Buffalo</i>
	Melvin, Pearl.....	<i>Schuyler</i>	<i>Huntsville</i>
	Orendorff, Lotta.....	<i>McLean</i>	<i>Bloomington</i>
	Oswood, Mabel Cedelia.....	<i>Grundy</i>	<i>Morris</i>
	Ott, Bessie L.....	<i>McLean</i>	<i>Normal</i>
	Paul, Katherine Frances.....	<i>Mason</i>	<i>Forest City</i>
	Pierce, Bertha Viola.....	<i>McLean</i>	<i>Normal</i>
	Pirtle, Golda Ferne.....	<i>McLean</i>	<i>Normal</i>
	Pond, Clara Louise.....	<i>Menard</i>	<i>Greenview</i>
	Rice, Sarah Maude.....	<i>Peoria</i>	<i>Princeville</i>
	Rotmeier, Anna Elizabeth.....	<i>Ogle</i>	<i>Forreton</i>
	Roush, F. Ruby.....	<i>McLean</i>	<i>Bloomington</i>
	Schertz, Grace Arvilla.....	<i>Tazewell</i>	<i>Deer Creek</i>
	Silvey, Iva Gertrude.....	<i>McLean</i>	<i>Hudson</i>
	Sloneker, Helen.....	<i>Stark</i>	<i>Toulon</i>
	Smith, Elsie Emily.....	<i>Pope</i>	<i>Golconda</i>
	Smith, Louisa M.....	<i>Livingston</i>	<i>Blackstone</i>
	Springer, Susie E.....	<i>McLean</i>	<i>Stanford</i>
	Stewart, Della.....	<i>McLean</i>	<i>Randolph</i>
	Sutton, Velma.....	<i>Mason</i>	<i>Oakford</i>
	Templin, Nannie Ellen.....	<i>McLean</i>	<i>Shirley</i>
	Thorne, Myrtle May.....	<i>Livingston</i>	<i>Forrest</i>
	Trone, Ina Mabel.....	<i>Fulton</i>	<i>Smithfield</i>
	Trowbridge, Tessie E.....	<i>Tazewell</i>	<i>Green Valley</i>
	Vancil, Cora Annis.....	<i>Tazewell</i>	<i>Delavan</i>
	Waggoner, Pearl.....	<i>McLean</i>	<i>Normal</i>
	Wakefield, Stella Alberta.....	<i>Peoria</i>	<i>Dunlap</i>
	Watson, Myrtle Belle.....	<i>McLean</i>	<i>Colfax</i>
	*Whitten, Mrs. Henrietta.....	<i>Marshall</i>	<i>La Prairie Center</i>
	Wiegmann, Olga Johannah.....	<i>Monroe</i>	<i>Hecker</i>
	Allen, Jay.....	<i>McLean</i>	<i>Normal</i>
	Armstrong, Scott.....	<i>Piatt</i>	<i>Monticello</i>

*Died October, 1901.

<i>Names</i>	<i>County</i>	<i>Postoffice</i>	<i>Illinois</i>
Braden, Verven Garth.....	<i>DeWitt</i>	Rowell	State Normal
Capps, Homer	<i>Pike</i>	Pleasant Hill	University
Conlee, Alvy Elmer.....	<i>Macoupin</i>	Carlinsville	
Criss, Elmer Monroe.....	<i>Pike</i>	Pleasant Hill	
Davis, Henry Willis	<i>McLean</i>	Normal	
Floyd, Russell Lowe.....	<i>Bond</i>	Hookdale	
Glaeser, John H.....	<i>Adams</i>	Columbus	
Gildersleeve, Joseph Dorland.....	<i>McLean</i>	Hudson	
Heinz, Louis W. P.....	<i>Peoria</i>	Brimfield	
Holt, Charles	<i>Peoria</i>	Eden	
Jackson, Freeman Wright.....	<i>Champaign</i>	Ludlow	
Leaf, Hugh	<i>Richland</i>	Olney	
McDowell, Austin Ormand.....	<i>McLean</i>	Saybrook	
McWherter, George Watt.....	<i>McLean</i>	Normal	
Martin, Edward Arthur.....	<i>Warren</i>	Gerlaw	
Martin, Joseph Warren.....	<i>Tazewell</i>	Green Valley	
Nanee, Ross Augustus.....	<i>Menard</i>	Petersburg	
Peck, Dorus	<i>Pike</i>	Nebo	
Rollins, Lucian William.....	<i>Christian</i>	Stonington	
Scott, Winfield	<i>Pope</i>	Allen's Spring	
Silvey, William Chalmers.....	<i>McLean</i>	Hudson	
Simmons, Will Kettle.....	<i>Hancock</i>	Fountain Green	
Smith, Cleo Augustus.....	<i>Pope</i>	Brownfield	
Stice, Henry Sylvester.....	<i>Macoupin</i>	Hornsby	
Turner, Rodney Curtain.....	<i>Sangamon</i>	Illioopolis	
Waggoner, Oscar Owen.....	<i>Pike</i>	Pleasant Hill	

SPECIAL COURSE.

<i>Name</i>	<i>County</i>	<i>Postoffice</i>
Appleby, Susie Mary	<i>Peoria</i>	Brimfield
Baker, Effie Estella.....	<i>Piatt</i>	Blue Ridge
Burroughs, Mrs. C. L.....	<i>McLean</i>	Normal
Carroll, Alice Cecelia.....	<i>Peoria</i>	Brimfield
Crangle, Lucia A.....	<i>Iroquois</i>	Gilman
Crapp, Edith N.....	<i>McLean</i>	Normal
Denning, Irma Elizabeth.....	<i>McLean</i>	Normal
Fell, Addie.....	<i>Piatt</i>	White Heath
Litchfield, Vida Elvira.....	<i>Livingston</i>	Flanagan
Miller, Bertha	<i>DeWitt</i>	Clinton
Moody, Blanche	<i>Montgomery</i>	Fillmore
Moody, Lelia May.....	<i>Montgomery</i>	Fillmore
Pennoyer, Mabel	<i>Kankakee</i>	Kankakee
Perkins, Pearle Vivian.....	<i>Piatt</i>	Cisco
Pierce, Fanny	<i>Kane</i>	Elgin
Pilcher, Myrtilia Sophia.....	<i>LaSalle</i>	Streator

<i>Students' Names, County and Postoffice</i>	<i>Names</i>	<i>County</i>	<i>Postoffice</i>
	Reeves, Mary Katharine Rush.....	<i>Pike</i>	<i>Pittsfield</i>
	Reynolds, Mrs. E. T.....	<i>McLean</i>	<i>Normal</i>
	Stahl, Pearl A. M.....	<i>Ohio (State)</i>	<i>Bradner</i>
	Bowlin, Will Ray	<i>Pike</i>	<i>New Salem</i>
	Buellesfield, Henry	<i>LaSalle</i>	<i>Troy Grove</i>
	Isley, William Eldridge.....	<i>Jasper</i>	<i>Hunt</i>
	Pearson, John William.....	<i>Pike</i>	<i>Nebo</i>
	Smith, Paul McCorkle.....	<i>McLean</i>	<i>Bloomington</i>
	Yates, Robert	<i>Fayette</i>	<i>Ramsey</i>

HIGH SCHOOL AND PREPARATORY.

<i>Name</i>	<i>County</i>	<i>Postoffice</i>
Bright, Fannie	<i>McLean</i>	<i>Normal</i>
Smith, Marian B.....	<i>McLean</i>	<i>Normal</i>
Smitson, Laura Jane.....	<i>McLean</i>	<i>Normal</i>
Breece, Amber Lorena.....	<i>Knox</i>	<i>Knoxville</i>
Fink, Clara Charlotte.....	<i>Bureau</i>	<i>Ohio</i>
Gurney, Janie	<i>Pike</i>	<i>Pleasant Hill</i>
Harrison, Effie Belle	<i>McLean</i>	<i>Covel</i>
Hieronymus, Ruby Marie.....	<i>Tazewell</i>	<i>Armington</i>
Kindig, Iva Leona.....	<i>Woodford</i>	<i>Secor</i>
Kindig, Maud Salina.....	<i>Woodford</i>	<i>Secor</i>
Lyons, Maggie Josephine.....	<i>Woodford</i>	<i>El Paso</i>
Mace, Ruth	<i>McLean</i>	<i>Normal</i>
Arnold, George David.....	<i>Woodford</i>	<i>Carlock</i>
McGraw, Peter Cornelius.....	<i>Woodford</i>	<i>Normal (R. F. D.)</i>
McWherter, Edwin Carl.....	<i>McLean</i>	<i>Normal</i>

SUMMER SCHOOL ENROLLMENT.

<i>Name</i>	<i>County</i>	<i>Postoffice</i>
Abbott, Glenna C.....	<i>(Colorado)</i>	<i>Rocky Ford</i>
Abel, Florence Edith.....	<i>Macon</i>	<i>Decatur</i>
Abney, Kathryn	<i>Cass</i>	<i>Virginia</i>
Allison, Grace Elizabeth.....	<i>Schuyler</i>	<i>Rushville</i>
Altes, Mary	<i>McLean</i>	<i>Bloomington</i>
Anderson, Isabella	<i>Monroe</i>	<i>Ames</i>
Appleby, Susie Mary.....	<i>Peoria</i>	<i>Brimfield</i>
Argo, Ethel	<i>Sangamon</i>	<i>Auburn</i>
Armstrong, Josephine Rae.....	<i>McLean</i>	<i>Bloomington</i>
Bader, Corinna Belle.....	<i>Schuyler</i>	<i>Baders</i>
Baechler, Tillie May.....	<i>Kankakee</i>	<i>Momence</i>

<i>Names</i>	<i>County</i>	<i>Postoffice</i>	<i>Illinois</i>
Baird, Lida	<i>Piatt</i>	<i>Voorhies</i>	<i>State Normal</i>
Baker, Ellie Estelle	<i>Piatt</i>	<i>Blue Ridge</i>	<i>University</i>
Baker, Lottie	<i>Marshall</i>	<i>Henry</i>	
Baldwin, Letta May.....	<i>McLean</i>	<i>Normal</i>	
Banner, Edna W.....	<i>McLean</i>	<i>LeRoy</i>	
Barber, Carrie Louise.....	<i>Grundy</i>	<i>Gardner</i>	
Barnes, Pearl L.....	<i>McLean</i>	<i>Normal</i>	
Bassett, Mrs. Blanche.....	<i>McLean</i>	<i>Normal</i>	
Baty, Mary Isabella.....	<i>Peoria</i>	<i>Glasford</i>	
Beall, Hattie	<i>Peoria</i>	<i>Princeville</i>	
Bear, Elva	<i>Hancock</i>	<i>Joetta</i>	
Bear, Lutie Kate	<i>Hancock</i>	<i>Joetta</i>	
Beck, Rosa Mae.....	<i>Cass</i>	<i>Beardstown</i>	
Beedle, Gertrude C.....	<i>Will</i>	<i>Wilton Center</i>	
Benthien, Elizabeth M.....	<i>Kendall</i>	<i>Millbrook</i>	
Binge, Mayme	<i>Scott</i>	<i>Naples</i>	
Black, Ellice	<i>Fulton</i>	<i>Avon</i>	
Blandin, Ida Beatrice.....	<i>Peoria</i>	<i>Hanna City</i>	
Blood, Anna Martin.....	<i>Menard</i>	<i>Petersburg</i>	
Boling, Carrie	<i>Tazewell</i>	<i>Hopedale</i>	
Bosworth, Lucy Adelia	<i>Cook</i>	<i>Chicago</i>	
Bowen, Margaret Lee.....	<i>McLean</i>	<i>Bloomington</i>	
Bragg, Lena	<i>Piatt</i>	<i>DeLand</i>	
Brandon, Mrs. Gipsev	<i>DeWitt</i>	<i>Farmer City</i>	
Breining, Minnie	<i>LaSalle</i>	<i>Peru</i>	
Bremer, Anna Marie.....	<i>Ford</i>	<i>Paxton</i>	
Briggs, Josephine Alma.....	<i>Tazewell</i>	<i>Delavan</i>	
Bristol, Dorice Vivian.....	<i>Peoria</i>	<i>Dunlap</i>	
Bristol, Lettie E.....	<i>Jefferson</i>	<i>Opdyke</i>	
Bronson, Ella H.....	<i>Livingston</i>	<i>Pontiac</i>	
Brown, A. Hallie.....	<i>Peoria</i>	<i>Peoria</i>	
Brown, Clara	<i>Peoria</i>	<i>Glasford</i>	
Brown, Grace Mabelle.....	<i>Knox</i>	<i>Oneida</i>	
Brownson, Rose	<i>LaSalle</i>	<i>Norway</i>	
Bryant, Mamie Amanda.....	<i>Christian</i>	<i>Pawnee</i>	
Bullock, Agnes Irene.....	<i>Woodford</i>	<i>El Paso</i>	
Bunn, Cora	<i>Pike</i>	<i>Strout</i>	
Burch, Esther Whitley	<i>(Kentucky)</i>	<i>Stanford</i>	
Burkam, Bess Byland.....	<i>Macon</i>	<i>Bearsdale</i>	
Burke, Daisy Margaret.....	<i>McLean</i>	<i>Bloomington</i>	
Burkhardt, Eda	<i>Bond</i>	<i>Sorento</i>	
Burnett, Florence J.....	<i>Will'</i>	<i>Joliet</i>	
Burns, Mary	<i>Macoupin</i>	<i>Staunton</i>	
Byatt, Harriet J.....	<i>Stark</i>	<i>Tou'ou</i>	
Cahow, Anna	<i>Henry</i>	<i>Kewanee</i>	
Cain, Mattie J.....	<i>Henry</i>	<i>Woodhull</i>	

<i>Students' Names</i>	<i>County</i>	<i>Postoffice</i>
<i>nes, County</i>		
<i>and Postoffice</i>		
Caldwell, Carolyn A.	Moultrie	Sullivan
Callaway, Edith Vaughn	Morgan	Chapin
Camp, Lizzie May	Mason	Bath
Cannady, Bertha Louise	Vermilion	Hoopeston
Carroll, Florence Elizabeth	Stephenson	Freeport
Casteel, Gertrude	Moultrie	Williamsburg
Castle, Veda	Ford	Kempton
Chalfant, Nellie Agnes	McLean	Leavington
Chambers, Jennie	Edgar	Metcalf
Champion, M. Marie	McLean	Normal
Chapman, Bessie Flora	Scott	Naples
Child, Mary Richard	Calhoun	Bellevue
Christy, Mary Edith	McLean	Bloomington
Church, Ida Estelle	McLean	McLean
Clark, Clarendia	Ford	Gibson City
Cluskey, Mayme E.	Peoria	Brimfield
Cole, Alice Maude	LaSalle	Ottawa
Collins, Alice M.	Madison	St. Jacob
Colvin, Maude E.	McLean	Normal
Commings, Elsie Evelyn	McLean	Normal
Conver, Zora L.	Knox	Yates City
Coogan, Ellen Mary	Logan	Lincoln
Coon, Bessie B.	Peoria	Chillicothe
Corbridge, Annice Amelia	St. Clair	O'Fallon
Corliss, Dora	Will	Wilmingtion
Corson, Estelle Pearl	McLean	Normal
Cox, Margaret Agnes	Ford	Gibson City
Cox, Nanna Alma	DeWitt	Clinton
Crane, Jessie	Logan	Mt. Pulaski
Crichton, Annabel	McLean	Towanda
Croskey, Anna Alice	McLean	LeRoy
Culver, Miltonette	LaSalle	Streator
Cutler, Vera Leland	Christian	Pana
Dace, Frances Louella	Schuyler	Rushville
Danner, Emma Hannah	McLean	Gridley
Danner, Louise Bertha	McLean	Gridley
Davis, Mary Priscilla	DeWitt	Farmer City
Dawson, Dula Mae	McLean	Weston
DeBord, Leatha	Peoria	Princeville
Delay, Jeanette Preston	LaSalle	LaSalle
Deems, Jessie Lee	Fulton	Lewistown
Dempsey, Cecelia Anastacia	Adams	Fowler
Denham, Isla Pearl	McLean	Bloomington
Denning, Bertha Elizabeth	Peoria	Elmwood
Dennis, Mrs. Lena Judy	McLean	Normal
Deterding, Della Mabel	Morgan	Concord

<i>Names</i>	<i>County</i>	<i>Postoffice</i>	<i>Illinois</i>
Dickey, Gertrude	<i>Mercer</i>	<i>Viola</i>	<i>State Normal</i>
Dixon, Florence Dorothy.....	<i>Livingston</i>	<i>Pontiac</i>	<i>University</i>
Dobson, Mary	<i>Piatt</i>	<i>Cerro Gordo</i>	
Downing, Zula	<i>Peoria</i>	<i>Hanna City</i>	
Doyle, Flora Winifred.....	<i>Cass</i>	<i>Beardstown</i>	
Duerkop, Bertha Katherine.....	<i>Hancock</i>	<i>Sutter</i>	
Duerkop, Sophia Wilhelmina.....	<i>Hancock</i>	<i>Sutter</i>	
Duffy, Sadie	<i>Cass</i>	<i>Ashland</i>	
Duncan, Dora S.....	<i>Piatt</i>	<i>Lintner</i>	
Dunham, Eva Myrtle.....	<i>Macon</i>	<i>Decatur</i>	
Dunlap, Elizabeth Jane.....	<i>Livingston</i>	<i>Blackstone</i>	
Dunn, Annie	<i>(Kentucky)</i>	<i>Stanford</i>	
Dupuis, M. Mayfield.....	<i>Carroll</i>	<i>Savanna</i>	
Edwards, Edith B.....	<i>Knox</i>	<i>Galesburg</i>	
Edwards, Elizabeth	<i>Montgomery</i>	<i>Hillsboro</i>	
Elder, Ethel Irene.....	<i>LaSalle</i>	<i>Streator</i>	
Elliff, Stella Agatha.....	<i>Tazewell</i>	<i>Minier</i>	
Emery, Lena Ellen.....	<i>LaSalle</i>	<i>Streator</i>	
Emett, Lizzie	<i>Will</i>	<i>Wilmington</i>	
Ernst, Cassie M.....	<i>McLean</i>	<i>Normal</i>	
Ewbank, Alma	<i>DeWitt</i>	<i>Farmer City</i>	
Fairfield, Belle	<i>McLean</i>	<i>Normal</i>	
Faul, Mamie Elizabeth.....	<i>Morgan</i>	<i>Jacksonville</i>	
Feagans, Ina	<i>Peoria</i>	<i>Peoria</i>	
Ferguson, Zella May.....	<i>Madison</i>	<i>Godfrey</i>	
Ferster, Mrs. William Rollie.....	<i>Fulton</i>	<i>Ellisville</i>	
Fetters, Berta	<i>Knox</i>	<i>Yates City</i>	
Findley, Lyda E.....	<i>Warren</i>	<i>Monmouth</i>	
Fish, Estelle	<i>Woodford</i>	<i>Eureka</i>	
Fix, Carrie Mae.....	<i>St. Clair</i>	<i>Summerfield</i>	
Fleck, May A.....	<i>Christian</i>	<i>Assumption</i>	
Fleischer, Ella Louise	<i>McLean</i>	<i>Normal</i>	
Fletcher, Frances Roxana.....	<i>Iroquois</i>	<i>Onarga</i>	
Foster, Harriet.....	<i>Iroquois</i>	<i>Onarga</i>	
Foster, Kathryn Lorena	<i>McLean</i>	<i>Normal</i>	
Freidinger, Stella M.....	<i>Tazewell</i>	<i>Allentown</i>	
Fry, Nellie Bradford.....	<i>Brown</i>	<i>Mt. Sterling</i>	
Fuller, Frances Louise.....	<i>McLean</i>	<i>Bloomington</i>	
Gallant, Minnie L.....	<i>Fulton</i>	<i>Lewistown</i>	
Galloway, Mary E.....	<i>(Iowa)</i>	<i>Gladbrook</i>	
Gardner, Lena Mart.....	<i>LaSalle</i>	<i>Marseilles</i>	
Garrigus, Edna M.....	<i>Clinton</i>	<i>Trenton</i>	
Gifford, May	<i>Kankakee</i>	<i>Kankakee</i>	
Giles, Bertha	<i>LaSalle</i>	<i>Streator</i>	
Gilmer, Lucy Walker.....	<i>Peoria</i>	<i>Peoria</i>	
Gingerich, Alvina Emma.....	<i>McLean</i>	<i>Danvers</i>	

<i>Students' Names, County and Postoffice</i>	<i>Names</i>	<i>County</i>	<i>Postoffice</i>
	Gleason, Lena Pearl.....	Stark	Castleton
	Glen, Winifred Blanche.....	Peoria	Princeville
	Glenn, Sadie A.....	DeWitt	DeWitt
	Glessing, Dorothea May.....	Woodford	El Paso
	Goldtrap, Ethel Arbaxenia.....	Piatt	White Heath
	Gooch, Mrs. Ethel Kelley.....	Ford	Gibson City
	Graham, Etna Elizabeth.....	Iroquois	Milford
	Greening, Edith W.....	Logan	Cornland
	Greer, Jennie L.....	Schuyler	Rushville
	Gumaer, Adella	Brown	Ripley
	Gunn, Blanche Emmerancy.....	Putnam	Granville
	Gunnell, Rowena B.....	McLean	Normal
	Gurney, Mrs. Janie C. L.....	Pike	Pleasant Hill
	Haddon, Elizabeth	LaSalle	Streator
	Haeuber, Anna Louise.....	St. Clair	Freeburg
	Hagaman, Blanche	Livingston	Chatsworth
	Hagener, Emma M.....	Cass	Beardstown
	Haggenjos, Enelia L.....	Knox	East Galesburg
	Hahn, Lena Marie.....	Logan	Mt. Pulaski
	Haldaman, Margaret F.....	Macon	Decatur
	Haley, Nellie	Will	Wilmington
	Hallock, Ethel Ogden.....	Saline	Harrisburg
	Hamilton, Ethel Rowena.....	McLean	Bloomington
	Hammitt, Comfort Clara.....	DeWitt	Waynesville
	Harrison, Gladys	Adams	Mendon
	Hart, Retta	Peoria	Laura
	Hartnette, Margaret	Livingston	Chenoa
	Hash, Etta	LaSalle	Streator
	Hassett, Jennie	Logan	Mt. Pulaski
	Hawley, Maud Ingersoll.....	Marion	Sandoval
	Hayden, Charlotte	Pike	Pittsfield
	Hazen, Alice	Woodford	El Paso
	Hazen, Minnie	Woodford	El Paso
	Hazle, Laura	Greene	Carrollton
	Helgeland, Hattie Matilda.....	Ford	Elliott
	Helgeland, Serena Paulina.....	Ford	Elliott
	Henderson, Helen	Schuyler	Baders
	Herman, Lillie Marie.....	Iroquois	Cissna Park
	Hessling, Charlotte	Peoria	Princeville
	Hetfield, Harriet Mary Cecelia.....	McLean	Normal
	Higgs, Hattie May.....	Peoria	Trivoli
	Himes, Mary Louise.....	Stark	Lafayette
	Hines, Grace Irene.....	Cass	Beardstown
	Hockett, Ethel	Iroquois	Sheldon
	Hoerner, Elizabeth H.....	Sangamon	Auburn
	Hoffman, Eve M.....	Macon	Decatur

<i>Names</i>	<i>County</i>	<i>Postoffice</i>	<i>Illinois</i>
Hofmann, Flora	DeWitt	Clinton	State Normal
Hogle, Ada	Iroquois	Sheldon	University
Holder, Julia Montrose	McLean	Bloomington	
Hollibaugh, Sarah Ethel.....	DeWitt	Waynesville	
Hopkins, Abbie Elvira.....	Bureau	Ohio	
Hopkins, Alice Maude.....	Peoria	Princeville	
Houser, Eva Belle	McLean.....	Randolph	
Howell, Essie May.....	Morgan	Jacksonville	
Howell, Minnie	Schuyler	Rushville	
Huff, Melinda	Fulton	Canton	
Hughes, Celia E.....	Will	Wilmington	
Hunt, Martha	Greene	Carrollton	
Hursey, Elizabeth	McLean	Bloomington	
Iliff, Minnie Belle	Marshall	LaRose	
Irwin, Clara May.....	Logan	Beason	
Isted, Nellie Lee	Greene	White Hall	
Jacke, Clara Marie.....	Marion	Central City	
Jacobs, Agnes H.....	Tazewell	Pekin	
Jeffrey, Ura	DeWitt	Wapella	
Jobe, Claudia	Saline	Harrisburg	
Johnson, Linda	Ford	Paxton	
Johnston, Clara Irene.....	Schuyler	Rushville	
Johnston, Jennie	McLean	Normal	
Jones, Alice	Champaign	Fisher	
Jones, Mrs. Latona May.....	Livingston	Pontiac	
Jones, Ruby	Macoupin	Virden	
Judd, E. Mayme	Marshall	Magnolia	
Kanive, Josie Anna.....	Marshall	Washburn	
Keene, Maude	Logan	Atlanta	
Keller, Lena	McLean	Normal	
Keller, Sarah	Livingston	Pontiac	
Kelly, Mary D.....	(Nebraska)	Hastings	
Kemph, Mary	Will	Lockport	
Keplinger, Cora	Macoupin	Carltonville	
Kerr, Mrs. Hattie.....	Ford	Kempton	
Kindig, Maude Salina.....	Woodford	Secor	
Kindig, Pearl Elizabeth.....	Woodford	Secor	
Kindred, Maggie	Peoria	Bartonville	
Kinsey, Mrs. Alice.....	Sangamon	Springfield	
Kirby, Nora May.....	Sangamon	Auburn	
Kirk, Frances C.....	Macon	Decatur	
Kirkhart, Bertha	Vermilion	Potomac	
Kistingner, Louise	LaSalle	Ransom	
Kline, Clara	McLean	LeRoy	
Klotz, Tillie	Perry	Pinckneyville	
Kneass, Ellen Louise	McLean	Normal	

<i>Students'</i>	<i>Names</i>	<i>County</i>	<i>Postoffice</i>
<i>Names, County</i>	Knotts, Dora E.....	<i>Sangamon</i>	<i>Chatham</i>
<i>and Postoffice</i>	Knowles, Belle	<i>Logan</i>	<i>Atlanta</i>
	Kuhn, Josephine A.....	<i>Will</i>	<i>Joliet</i>
	Lafferty, Ada Belle.....	<i>DeWitt</i>	<i>Swisher</i>
	Laughlin, Effie Belle	<i>Iroquois</i>	<i>Watseka</i>
	Laux, Anna Mary	<i>St. Clair</i>	<i>Mascoutah</i>
	Lavery, Ellen Blanche.....	<i>Kankakee</i>	<i>Kankakee</i>
	Lebkuecher, Kathryn Eleanore.....	<i>Cass</i>	<i>Beardstown</i>
	Lendman, Helene Marie.....	<i>Whiteside</i>	<i>Sterling</i>
	Leonard, Luella	<i>Sangamon</i>	<i>Auburn</i>
	Lewis, Adelaide B.....	<i>Ford</i>	<i>Piper City</i>
	Lewis, Edna B.....	<i>Menard</i>	<i>Petersburg</i>
	Lewis, Lauretta	<i>Montgomery</i>	<i>Litchfield</i>
	Liesch, Anna Magdaline.....	<i>Logan</i>	<i>Mt. Pulaski</i>
	Lindsey, Lu	<i>Tazewell</i>	<i>Lilly</i>
	Lowe, Chassie May.....	<i>Montgomery</i>	<i>Hillsboro</i>
	Lundy, Inez Vera.....	<i>Putnam</i>	<i>Magnolia</i>
	McCabe, Nellie E.....	<i>Peoria</i>	<i>Elmwood</i>
	McCance, Nellie Edgarita.....	<i>Fulton</i>	<i>Walnut Grove</i>
	McCarty, Nora E.....	<i>Peoria</i>	<i>Elmwood</i>
	McClintock, Nelle	<i>Ford</i>	<i>Gibson City</i>
	McConnell, Grace Duff.....	<i>Logan</i>	<i>Lincoln</i>
	McCormick, Cora B.....	<i>LaSalle</i>	<i>Streator</i>
	McCue, Mabel Jane.....	<i>Sangamon</i>	<i>Williamsville</i>
	McDermott, Maggie Veronica.....	<i>Peoria</i>	<i>Princeville</i>
	McDonnell, Mary	<i>McLean</i>	<i>Bloomington</i>
	McDonnell, Sarah	<i>McLean</i>	<i>Bloomington</i>
	McGinnis, Lenora	<i>Adams</i>	<i>Camp Point</i>
	McKinnie, Annie E.....	<i>(Kentucky)</i>	<i>Stanford</i>
	MacLeod, Florence	<i>LaSalle</i>	<i>Mendota</i>
	McLeod, Grace Estella.....	<i>LaSalle</i>	<i>Mendota</i>
	McMillen, Mary Blanche.....	<i>Champaign</i>	<i>Homer</i>
	McMurtry, Mrs. Ira B.....	<i>Macon</i>	<i>Decatur</i>
	McQueen, M. Virginia.....	<i>Clay</i>	<i>Flora</i>
	McReynolds, Ruthella	<i>Warren</i>	<i>Roseville</i>
	Mace, Maude Maria.....	<i>Tazewell</i>	<i>Pekin</i>
	Maher, Nellie	<i>Peoria</i>	<i>Brimfield</i>
	Marshall, Bernice H.....	<i>DeWitt</i>	<i>Waynesville</i>
	Marshall, Grace Ethel.....	<i>McLean</i>	<i>Heyworth</i>
	Masters, Laura Alberta.....	<i>Cook</i>	<i>Chicago</i>
	Mateer, Lucy Jane.....	<i>Marshall</i>	<i>Henry</i>
	Matheny, Elizabeth	<i>McLean</i>	<i>Normal</i>
	Matheny, Mae	<i>McLean</i>	<i>Normal</i>
	Mathews, Mamie Luella.....	<i>Knox</i>	<i>Yates City</i>
	Mau, Dora Emma.....	<i>Bureau</i>	<i>Walnut</i>
	Mavity, Josephine Patton.....	<i>McLean</i>	<i>Normal</i>

<i>Names</i>	<i>County</i>	<i>Postoffice</i>	<i>Illinois</i>
Mayhall, Anna	Bureau	Walnut	State Normal
Merrifield, Maude	DeWitt	Farmer City	University
Meyer, Alice	Edwards	West Salem	
Meyer, Katrine	Adams	Quincy	
Michael, Grace Truman.....	Adams	Quincy	
Micheals, Etta.....	Woodford	Secor	
Miles, Maude May.....	LaSalle	Streator	
Miller, Mary Lois.....	Peoria	Peoria	
Mills, May Catherine.....	DeWitt	Kenney	
Miner, Pearl.....	Piatt	Monticello	
Mohr, Esther Cook.....	Livingston	Dwight	
Moody, Blanche	Montgomery	Fillmore	
Monroe, Olive Louise.....	Peoria	Peoria	
Moore, Harriet E.....	Macon	Decatur	
Moore, Mrs. Myrtle.....	Fulton	Lewistown	
Moore, Nora	Woodford	Eureka	
Mowry, Lillian May.....	Logan	Middletown	
Mulliken, Myrta	Douglas	Arcola	
Murray, Carrie Chrystyne.....	Logan	Beason	
Musick, Bertha	Woodford	Eureka	
Neff, Mary	McLean	Bloomington	
Neutzling, Amelia C.....	St. Clair	Belleville	
Newberry, Florence Alma.....	Bureau	LaMoille	
Nollen, Nell Alma	Logan	Atlanta	
Oathout, Lulu Ellen.....	Iroquois	Cissna Park	
Oathout, Mabel Edna.....	Iroquois	Cissna Park	
O'Brien, Coentha Marseilla.....	Livingston	Fairbury	
O'Hara, Birdie	McLean	Hudson	
Olmstead, Harriet Gertrude.....	LaSalle	Ottawa	
Opperman, Mary Caroline.....	Livingston	Cullom	
O'Rourke, Margaret C.....	McLean	Bloomington	
Osbone, Emma	LaSalle	Streator	
Otto, Bessie Grace.....	Putnam	Magnolia	
Outram, Grace Beatrice.....	Livingston	Long Point	
Parker, Laura Gertrude.....	DeWitt	Clinton	
Parks, Dora Younge.....	Peoria	Dunlap	
Patten, Eula L.....	Christian	Assumption	
Patterson, Jessie Marie.....	McLean	Bloomington	
Pennoyer, Mabel	Kankakee	Kankakee	
Perry, Josephine	Ford	Melvin	
Perry, Lorinda	Ford	Melvin	
Peters, Anna	Livingston	Streator	
Phillips, Blanche Noeda.....	Knox	Abingdon	
Phillips, Edith Mary.....	Sangamon	Illioopolis	
Phillips, Minna Elizabeth.....	Knox	Abingdon	
Picken, Mae Evangeline.....	Winnebago	Rockford	

<i>Students' Names, County and Postoffice</i>	<i>Names</i>	<i>County</i>	<i>Postoffice</i>
	Platt, Bessie	McLean	Bloomington
	Pollard, Pearl May.....	Peoria	Peoria
	Pollard, Eva Winifred.....	Henderson	Kirkwood
	Pollock, Alice	Pike	Nebo
	Prentice, Winifred Abbie.....	Peoria	Kickapoo
	Price, Eva N.....	Peoria	Hanna City
	Querrey, Augusta Reed.....	Macon	Argenta
	Quinn, Ethel Mae.....	Marshall	Henry
	Rademacher, Lydia Barbara.....	DeWitt	Clinton
	Ramey, Margaret	McLean	Danvers
	Ramsey, Mattie	LaSalle	LaSalle
	Ransom, Electa.....	Jasper	Newton
	Reese, Wilfred Camilla.....	Fulton	Lewistown
	Reynolds, Ella	DeWitt	Wapella
	Reynolds, Ethel Fay.....	Logan	Atlanta
	Reynolds, Mayme	DeWitt	Wapella
	Richert, Anna Mary.....	Greene	White Hall
	Rike, Nellie Edith.....	McLean	LeRoy
	Roach, Kathleen	Piatt	Cerro Gordo
	Roach, Mary Margaret.....	McLean	Danvers
	Robertson, Daisy	McLean	Bloomington
	Robison, Minta	DeWitt	Birkbeck
	Roe, Mable Anna.....	Livingston	Blackstone
	Rogers, Mary Ellen.....	Knox	Yates City
	Rogier, Sarah Charlotte.....	Madison	Highland
	Rohm, Gertrude Ellen.....	DeWitt	Clinton
	Roof, Corinne M.....	Mason	Havana
	Rosenberry, Ethel	McLean	Normal
	Ross, Lillian V. D.....	Tazewell	Pekin
	Royse, Grace Pearl.....	Piatt	Monticello
	Rupe, Elizabeth	Fulton	Canton
	Ryan, Katie	Woodford	Secor
	Sanders, Rose	Christian	Pana
	Savage, Ella Grace.....	Pike	Griggsville
	Savage, Ellen	LaSalle	Streator
	Schenk, Clara	Champaign	Fisher
	Schilling, Margaret Wilhelmina.....	Stephenson	Freeport
	Schlink, Mae Elizabeth.....	McLean	Bloomington
	Schmidt, Elizabeth Margaret.....	St. Clair	Caseyville
	Schofield, Marietta G.....	McLean	Bloomington
	Serogin, Martha	DeWitt	Wapella
	Scott, Eleanor Mae.....	Marshall	LaRose
	Scott, Sarah	Logan	Atlanta
	Seed, Winnie Bell.....	Lawrence	Bridgeport
	Seniff, Lillian B.....	DeWitt	Wapella
	Service, Caroline B.....	Cook	Chicago

<i>Names</i>	<i>County</i>	<i>Postoffice</i>	<i>Illinois</i>
Sewell, Clara	Henry	Galva	State Normal
Sharples, Dakota	McLean	Bloomington	University
Shaver, Elizabeth Fritsalen.....	Macon	Maroa	
Shelton, Edna	Warren	Cameron	
Sherman, Madge	Moultrie	Lake City	
Shinkel, Etta Ione	Fulton	Avon	
Shinkel, Mary Elmina	Fulton	Avon	
Short, Alberta	Cass	Ashland	
Short, Meda Estella	McLean	Bloomington	
Simison, Ruth Imogen.....	LaSalle	Earlville	
Simmons, Docia Melvina.....	Greene	Roodhouse	
Simonson, Ida Louise.....	Cook	Chicago	
Simpson, Sarah Rose.....	Knox	Yates City	
Sinclair, Myra	McLean	Normal	
Sisson, Luella May.....	Mason	Bath	
Sites, Martha Caroline.....	Schuyler	Rushville	
Skaggs, Margaret Olivia.....	Mason	Saidora	
Skinner, Daisy Adelia	McLean	Hudson	
Skinner, Edna Mae.....	McLean	Normal	
Sloneker, Dora Berthenia.....	Stark	Toulon	
Small, Ethel	Christian	Pana	
Smith, Eva Doreas.....	McLean	Bloomington	
Smith, Fleda Mary.....	Iroquois	Onarga	
Smith, Jennie Mae.....	Logan	New Holland	
Smith, Lula Kincaid.....	Douglas	Tuscola	
Snow, Vera M.....	McLean	Bloomington	
Spencer, Bessie Louise.....	McLean	Bloomington	
Spencer, Lida	Douglas	Arcola	
Spindler, Emma Gail.....	Logan	Atlanta	
Spitler, Nellie	Iroquois	Sheldon	
Stauffer, Fanny Belle.....	McLean	Holder	
Steele, Mae Knight.....	McLean	Bloomington	
Steele, Stella Sibyl.....	McLean	Towanda	
Stephens, Leila	Lee	Dixon	
Sterrett, Annabelle	Livingston	Forrest	
Stinson, Minnie B.....	Wayne	Fairfield	
Stout, Lulu	Tazewell	Morton	
Sturges, Bertha May.....	Macon	Oreana	
Suttie, Katie	LaSalle	Streator	
Symons, Clara E.....	McLean	Bloomington	
Thoman, Aura Pearl	Macon	Decatur	
Thomas, Dessia Mable.....	McLean	Saybrook	
Thomas, Eliza M.....	DeWitt	Weldon	
Thornton, Maggie	Iroquois	Cissna Park	
Thompson, Gertrude R.....	St. Clair	East St. Louis	
Tomlin, Rosa	Mason	Easton	

<i>Students' Names, County and Postoffice</i>	<i>Names</i>	<i>County</i>	<i>Postoffice</i>
Tompkins, M. Emma.....	McLean	Holder	
Trainor, Helene C.....	Livingston	Blackstone	
Trone, Ida Mabel	Fulton	Smithfield	
Troxel, Daisy Agnes.....	McLean	Normal	
Turner, Nellie May.....	Logan	Atlanta	
Vermillion, Ethel	(Missouri)	Frankfort	
Viox, Eunice	Tazewell	Delavan	
Voigt, Irma E.	Adams	Quincy	
Wade, Lena May.....	Morgan	Murrayville	
Walker, Maggie S.....	Piatt	Monticello	
Ward, Mary Myrtle.....	Scott	Glasgow	
Ware, Katherine S.....	Knox	Yates City	
Watson, La Duska.....	Peoria	Peoria	
Webb, Maude Gertrude.....	Cass	Beardstown	
Webb, Zettie Earl.....	McLean	Downs	
Weber, Laura Mabel.....	LaSalle	Lostant	
Weimer, Anna M.....	Cook	Chicago	
Wendell, Maude	Logan	Lincoln	
Westland, Emily Annette.....	Knox	Oneida	
Whalen, Mary Emma.....	Macoupin	Staunton	
Wheelhouse, Myrtle	Schuyler	Rushville	
Whitacre, Mertis Belle.....	Logan	Beason	
White, Anna	Menard	Petersburg	
Wilcox, Alda Lenore.....	McLean	Bloomington	
Williams, Effie Mae.....	Peoria	West Hallock	
Williams, Isabelle	McLean	Bloomington	
Willis, Gertrude	Ford	Gibson City	
Wilson, Mattie	Logan	Mt. Pulaski	
Winans, Ada	Rock Island	Hampton	
Wirt, Carrie	McLean	Saybrook	
Wissman, Pauline A.....	Mason	Havana	
Wolfe, Ella H.....	Stark	Wyoming	
Worley, Lucy	McLean	Normal	
Wright, Maude	Wayne	Fairfield	
Wyatt, Eliza	Edgar	Chrisman	
Zimmermann, Alyda E.....	Tazewell	Pekin	
Adams, Oscar	Edgar	Metcalf	
Babcock, Grant	Iroquois	Clifton	
Barnhart, Harry Alva	Shelby	Shelbyville	
Benjamin, Harry E.....	Kankakee	St. Anne	
Benson, Leroy	Fulton	Lewistown	
Bird, Charles William.....	Knox	Yates City	
Boggess, Ralph V.....	Vermilion	Catlin	
Boley, Charles Taylor.....	Schuyler	Rushville	
Bowlin, Will Ray.....	Pike	New Salem	
Brandon, William Alvin.....	Jackson	Carbondale	

<i>Names</i>	<i>County</i>	<i>Postoffice</i>	<i>Illinois</i>
Brittin, Charles Henry.....	Sangamon	Springfield	State Normal
Bruning, George Albert.....	Mason	Topeka	University
Buellesfield, Henry	LaSalle	Troy Grove	
Bulger, Charles	Ford	Gibson City	
Butler, Charles C.....	Mercer	Seaton	
Camp, Arnold D.....	Schuyler	Baders	
Campbell, John S.....	Macon	Decatur	
Campbell, W. S.....	Peoria	Hanna City	
Carpenter, Lewis M.....	Stark	Wyoming	
Cartwright, Roy Elbert.....	Macon	Blue Mound	
Causey, Clyde Arthur.....	Woodford	Metamora	
Cavins, Lorimer Vietor.....	Coles	Mattoon	
Cleary, Thomas	McLean	Gridley	
Craven, Frank Hamilton.....	Cass	Chandlerville	
Daigh, Russell	Pike	Perry	
Davis, Willie	McLean	Normal	
Dawson, Russell	Woodford	El Paso	
DePew, Howard Percy.....	McLean	Bloomington	
Dickerson, John Mereer.....	Jasper	West Liberty	
Dickerson, Oliver Morton.....	Jasper	West Liberty	
Dillavou, Clarence	Piatt	DeLand	
Dillavou, Walter E.....	Piatt	DeLand	
Dunham, Eli Wallace.....	McLean	Normal	
Edmunds, Ernest Edwin.....	McLean	Normal	
Fahrnkopf, Charles Frank.....	Edgar	Hume	
Ferster, William Rollie.....	Fulton	Ellisville	
Finfroek, Paul Hazlet.....	DeWitt	Waynesville	
Frantz, Irvin D.....	Macon	Cerro Gordo	
Freed, Charles E.....	McLean	Gridley	
Fultz, Dudley Dayton	Livingston	Fairbury	
Garrison, Guy Laelege.....	McLean	Saybrook	
Gash, Charles Milburn.....	McDonough	Macomb	
Gaskill, Henry Allen.....	Douglas	Hindsboro	
Gerig, Joseph	Livingston	Chenoa	
Glaeser, John Henry	Adams	Columbus	
Gray, Shirley E.....	Pike	Griggsville	
Green, Joseph Wright.....	Edgar	Isabel	
Hardy, Elmer E.....	Pike	Perry	
Havird, Joshua	Pike	Barry	
Hayward, William Crandle.....	Champaign	Rising	
Heath, Bruce	Fulton	Astoria	
Hellyer, Perry	Fulton	Cuba	
Hester, Bert Albert	McLean	Anchor	
Hickman, Ora C.....	Marshall	Varna	
Hiles, Perry Houston.....	Jasper	Hunt	
Holt, Charley	Peoria	Eden	

<i>Students'</i>	<i>Names</i>	<i>County</i>	<i>Postoffice</i>
<i>ies, County</i>	Hoswell, Frank H.	<i>Marshall</i>	<i>Belle Plain</i>
<i>d Postoffice</i>	Huff, John W.	<i>Fulton</i>	<i>Cuba</i>
<i>a</i>	Hummel, Adam Albert	<i>Ford</i>	<i>Robertis</i>
	Iler, Harry Elsbury	<i>Peoria</i>	<i>Peoria</i>
	Ingle, Arthur L.	<i>Woodford</i>	<i>Washburn</i>
	James, McNeal	<i>LaSalle</i>	<i>Streator</i>
	Jesse, Jesse Willard	<i>Marshall</i>	<i>Toluca</i>
	Johnson, Alfred A.	<i>Piatt</i>	<i>Weldon</i>
	Johnson, Charles William	<i>Shelby</i>	<i>Tower Hill</i>
	Jones, Walter Royal	<i>Kankakee</i>	<i>Kankakee</i>
	Kane, James	<i>McLean</i>	<i>Lexington</i>
	Kennell, John Jacob	<i>Tazewell</i>	<i>Morton</i>
	Kern, John Winfred	<i>Moultrie</i>	<i>Gays</i>
	Kindig, Omer Charles	<i>Woodford</i>	<i>Benson</i>
	Kinsella, Edward William	<i>McLean</i>	<i>Lexington</i>
	Kinsey, Leon B.	<i>Tazewell</i>	<i>Mackinaw</i>
	Kuechler, Charles Edward	<i>Schuyler</i>	<i>Rushville</i>
	Lafferty, George	<i>Mercer</i>	<i>Norwood</i>
	Larrabee, William Worthington	<i>Piatt</i>	<i>Hammond</i>
	Laughlin, Ely Vaille	<i>Pike</i>	<i>New Canton</i>
	Lebegue, Julius	<i>Madison</i>	<i>Highland</i>
	Love, Glade F.	<i>Fulton</i>	<i>Table Grove</i>
	McCollum, Jesse Roy	<i>McLean</i>	<i>Saybrook</i>
	McDowell, Austin O.	<i>McLean</i>	<i>Saybrook</i>
	McDowell, S. Kline	<i>McLean</i>	<i>LeRoy</i>
	McGrew, Lawrence Andrew	<i>McDonough</i>	<i>Vermont</i>
	McManus, J. B.	<i>LaSalle</i>	<i>LaSalle</i>
	Markwell, Jesse	<i>Macon</i>	<i>Blue Mound</i>
	Martin, Joseph Hooker	<i>Mason</i>	<i>Poplar City</i>
	Means, Lee David	<i>McLean</i>	<i>Saybrook</i>
	Miller, Alonzo	<i>Woodford</i>	<i>Eureka</i>
	Molles, John	<i>St. Clair</i>	<i>New Athens</i>
	Morrical, I. Caldwell	<i>Iroquois</i>	<i>Donovan</i>
	Musick, Harry Edward	<i>Piatt</i>	<i>DeLand</i>
	Newton, Abe Mark	<i>Fulton</i>	<i>Cuba</i>
	Niess, Leonard	<i>St. Clair</i>	<i>Mascoutah</i>
	O'Donnell, Charles	<i>Jersey</i>	<i>Grafton</i>
	Onion, Austin	<i>Fulton</i>	<i>Sumnum</i>
	Ortman, Elmer John	<i>Iroquois</i>	<i>Martinton</i>
	Paxson, Walter A.	<i>Putnam</i>	<i>Magnolia</i>
	Perkins, Orville Benton	<i>Warren</i>	<i>Roseville</i>
	Perrin, Harry Ambrose	<i>McLean</i>	<i>Normal</i>
	Pollock, Ralph Waldo	<i>Pike</i>	<i>Nebo</i>
	Poore, William Earl	<i>(Missouri)</i>	<i>Florida</i>
	Pringle, Ira D.	<i>Woodford</i>	<i>Kappa</i>
	Pringle, Maurice F.	<i>LaSalle</i>	<i>Tonica</i>

<i>Names</i>	<i>County</i>	<i>Postoffice</i>	<i>Illinois</i>
Purcell, Clyde	<i>Logan</i>	<i>Lincoln</i>	<i>State Nor</i>
Ragsdale, Alva Lee	<i>McLean</i>	<i>Bloomington</i>	<i>University</i>
Ropp, Milton P.	<i>Tazewell</i>	<i>Pekin</i>	
Roseman, Floyd Ulysses	<i>McLean</i>	<i>Towanda</i>	
Ruffer, William	<i>Fulton</i>	<i>Lewistown</i>	
Sackett, Charles M.	<i>Greene</i>	<i>Woody</i>	
Savidge, John Thomas	<i>DeWitt</i>	<i>Farmer City</i>	
Savoie, Archie E.	<i>Iroquois</i>	<i>Ashkum</i>	
Schiffbauer, Hans E.	<i>Woodford</i>	<i>Benson</i>	
Shaw, Lou Trell	<i>Lawrence</i>	<i>Sumner</i>	
Smith, Clarence Earl	<i>McLean</i>	<i>Bloomington</i>	
Smith, Paul McCorkle	<i>McLean</i>	<i>Bloomington</i>	
Solomon, George W.	<i>Macoupin</i>	<i>Palmyra</i>	
Spear, Harry George	<i>Vermilion</i>	<i>Grape Creek</i>	
Stauter, George H.	<i>Woodford</i>	<i>Washburn</i>	
Stotler, Howard A.	<i>McLean</i>	<i>Hudson</i>	
Stoner, Howard	<i>Marshall</i>	<i>Henry</i>	
Stuckey, Leo	<i>McLean</i>	<i>Hudson</i>	
Taylor, Edgar	<i>Christian</i>	<i>Stonington</i>	
Telford, Fred	<i>Macon</i>	<i>Oakley</i>	
Tulley, John Charles	<i>Livingston</i>	<i>Gridley</i>	
Ullrich, Frederick T.	<i>St. Clair</i>	<i>Fayetteville</i>	
Van Dyke, B. A.	<i>Adams</i>	<i>Mendon</i>	
Vaughan, Walter Marion	<i>Franklin</i>	<i>Ewing</i>	
Waldron, Carl Augustus	<i>Tazewell</i>	<i>Delavan</i>	
Wallace, George M.	<i>Ford</i>	<i>Paxton</i>	
Walton, Arthur Thomas	<i>McLean</i>	<i>Cooksville</i>	
Watrous, Edward Palmer	<i>Peoria</i>	<i>Mapleton</i>	
Weber, Martin	<i>Fulton</i>	<i>Ipava</i>	
Webster, Roy Franklin	<i>Montgomery</i>	<i>Nokomis</i>	
Wellman, John Harold	<i>Pope</i>	<i>Golconda</i>	
Whitcomb, Edward Otis	<i>Sangamon</i>	<i>Farmingdale</i>	
White, George W.	<i>Morgan</i>	<i>Woodson</i>	
Wickersham, Clarence E.	<i>Warren</i>	<i>Roseville</i>	
Wise, Albert Thaddeus	<i>Livingston</i>	<i>Chatsworth</i>	
Wright, Will Alvy	<i>Cass</i>	<i>Ashland</i>	
Yinger, Harley	<i>Peoria</i>	<i>Hanna City</i>	
Young, Noah A.	<i>Piatt</i>	<i>Bement</i>	

SUMMARY.

Graduates	82	
Two-year course, second year	37	
Two-year course, first year	30	67
Three-year course, third year	50	
Three-year course, second year	49	
Three-year course, first year	92	191
Four-year course, fourth year	6	
Four-year course, third year	17	
Four-year course, second year	46	
Four-year course, first year	100	169
Special students	25	534
Enrollment of summer session		601
Total		1135
Deduct names counted twice		108
Total in normal department		1027
High school and preparatory		15
Practice school pupils		487
Grand total of students and pupils belonging to Illinois State Normal University		1529

SUMMARY BY COUNTIES OF STUDENTS IN THE NORMAL DEPARTMENT.

Adams	12	Jasper	6	Ogle	1
Bond	2	Jefferson	4	Peoria	48
Brown	2	Jersey	1	Perry	1
Bureau	5	Jo Daviess	1	Piatt	21
Calhoun	2	Johnson	1	Pike	27
Carroll	1	Kane	3	Pope	6
Cass	20	Kankakee	13	Putnam	6
Champaign	8	Kendall	1	Richland	3
Christian	14	Knox	14	Rock Island	2
Clay	2	LaSalle	35	Randolph	1
Clinton	3	Lawrence	2	Saline	2
Coles	3	Lee	1	Sangamon	15
Cook	8	Livingston	27	Schuyler	22
DeWitt	27	Logan	29	Scott	4
Douglas	4	McDonough	4	Shelby	5
DuPage	1	McHenry	1	Stark	8
Edgar	6	McLean.....	218	St. Clair	22
Edwards	1	Macon	33	Stephenson	4
Fayette	1	Macoupin	8	Tazewell	33
Ford	23	Madison	10	Vermilion	10
Franklin	2	Marion	5	Warren	12
Fulton	24	Marshall	16	Wayne	2
Greene	8	Mason	18	White	1
Grundy	4	Menard	6	Whiteside	1
Hancock	8	Mercer.....	4	Will	14
Henderson	3	Monroe	2	Winnebago	2
Henry	5	Montgomery	7	Woodford	30
Iroquois	24	Morgan	8	Other States	15
Jackson	1	Moultrie	7		
				Total	1027
Total number of Illinois Counties represented.....					85



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